DOCUMENT RESUME

ED 190 558 SP 016 509

AUTHOR Smith, Hayden R., Ed.
TITLE Community Involvement.
INSTITUTION California Teacher Corps Network, San Diego.: San Diego State Univ., Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE 79
NOTE 51p.
JOURNAL CIT Networker: v2 n1 Spr 1979

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Change Agents: Community Centers: *Community Influence: *Community Involvement: Community Leaders: Community Resources: Community Surveys: Guidance Programs: Inservice Teacher Education: Needs Assessment: *Parent Participation: Preservice Teacher Education: *Program Development: *School Community Relationship: Volunteers

ABSTRACT

This publication features thirteen articles on community involvement. Several programs and individuals concerned with the role of the community in educational development and improvement are discussed. The main points made in all of the articles are: 1) research on community involvement appears limited, and 2) research "experts" are grass roots people and many academicians tend to shun or fear community involvement. Several programs sponsored by the Teacher Corps are also described. (CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CALIFORNIA TEACHER CORPS NETWORK

ED190558

THE NETWORKER

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SPRING 1979

COMMUNITY INVOLVEMENT

SP 016 509

CALIFORNIA TEACHER CORPS NETWORK

THE NETWORKER

COMMUNITY INVOLVEMENT

SPRING 1979

Vol. 2, No. 1

AUG 1 8 1980

THE NETWORKER is a biannual publication of the California Teacher Corps Network and under the sponsorship of the Network Board of Directors. The members of the Board are:

Robert Calfee
Stanford University

Marilyn Casstevens
San Juan Unified School District

Margaret Chambers
California State University, Hayward

Joe Gray
California State College, San Bernardino

Shirley Hill
California State University, Fullerton

Wanda Meier
University of Southern California

Tom S. Nagel
San Diego State University

Horace Leake
California State College, Stanislaus

Robert Spaulding
San Jose State University

JoAnn Vasquez
Santa Clara University

Network Executive Secretary
John R. Williams

Editorial Board of *The Networker*
Keith Dolan
Shirley Hill
Hayden R. Smith, Editor
Barbara Dolph

Address all inquiries concerning the Network to:

John R. Williams
c/o San Diego State University Foundation
San Diego State University
San Diego, CA 92182

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Contents

5 Editorially Speaking

7 Community Involvement Authenticated? Only if We Confront the Real Issues Facing the "Creators" and the "Creatures" *by Mae Armster Christian*

10 A Change Agent Training Model for Teacher Corps Community Council Members *by Leo Juarez and Claire Nussbaum*

14 Approaching Community Involvement *by Jack K. Muhlenbruch*

16 Encouraging Maximal Parent Involvement in Education *by Sharon Kossack*

18 Ensuring Community Input into Professional Development: Begin With a Valid Needs Assessment *by Iris Berke and Luis Reyes*

22 Constituent Involvement—Inservice and Preservice *by James M. Kaatz*

24 Parents and Children Learning Together *by Jerry Perry*

26 Giving Counseling Away: Parents as Guidance Assistants *by Rita Stonefoot*

31 Practical Aspects of a Community Council in the Process of Becoming a Change Agent *by Claire Nussbaum and Leo J. Juarez*

35 Building a Bridge Between Community and the Project Feeder System *by Iris Berke and Susan Roper*

38 What Volunteers? Can They Be Found? *by G. Keith Dolan*

40 Community and Parent Involvement. *Resource information from San Mateo Education Resource Center*

42 Network Staff Development Lessons Learned 1977-79 *by John R. Williams, Executive Secretary, California Teacher Corps Network*

47 About the Authors

48 Call for Articles

Unaccustomed as I am to . . .

Editorially Speaking . . .

"Community Involvement" as the theme of this issue has an interesting counterpart in the Fall 1978 issue of the *CARNEGIE QUARTERLY* with the title of "PARA UN NUEVO DIA EN EDUCACIÓN — The Chicano Education Project." Until a few years ago Alyse Dominquez, a quiet soft-spoken housewife who lives in the little town of Del Norte, Colorado, paid no special attention to the school system that was daily shaping the lives of her three children. "I did wonder about some things," she now recalls. "Like why the books my children brought home were so old and worn, and why so many Chicano kids got suspended for breaking rules while the Anglo kids never seemed to get punished; and also why there were only two Chicano teachers out of forty-eight in the whole district, even though half the students had Spanish names. But I never did anything about those things. You see, my friends and I were raised to think the schools knew 'best'." Today Mrs. Dominquez is a force to be reckoned with in her community and in her state as well.

Reported in the Quarterly is the fascinating success story of Gilbert Cisneros and William Rosser and their Colorado community involvement program—the Chicano Education Project. Almost single-handedly, this duo exposed the double standard of some school district's dealings with Chicanos and Anglos and taught thousands of parents to overcome their alienation and fear of schools, teachers and administrators.

Unfortunately, no success story of the magnitude of the Chicano Education Project is described in this journal issue. Moreover, while several articles do indicate some successes, community involvement success stories on any large scale appear limited in number. Most authorities agree on the importance of community involvement but seem hesitant and fearful to do anything about it. In attempting to garner articles for this issue it was discovered that most academicians could not, or would not, write to the topic; and those who really could write to the topic—community people—were reluctant to write. In the end, however, this issue does contain a nice blend of the theoretical and the practical with the major contributions by the grass roots people—community coordinators—along with contributions by some insightful academicians.

The lead article by Christian, "Community Involvement Authenticated," sounds the clarion call of most federal projects—more and better community involvement! Unfortunately for Mae Christian, as she has trekked across one federal project after another, she has yet to discover a program that *truly* wanted *real* community involvement. Hers is a plaintive and oft-repeated plea for the "creators" (the movers) to sincerely tune in to their "creatures" (the poor, the downtrodden) and develop truly meaningful programs. Juarez and Nussbaum's article on change agent training is a theoretical response to the requirement that the governance of Teacher Corps Projects include participation among community councils elected from constituencies of Project schools, among local school districts and among participating institutions of higher education. This is an attempt to revamp the power base to give adequate representation to a heretofore unrepresented constituency. According to Juarez, all of this brings about new role obligations for community constituents who must somehow overcome their feelings of inadequacy and lack of experience. While this article is theoretical in nature, a second article by the same authors deals with the more practical aspects of community involvement and poses the critical question of Community Council role definition as it attempts change agent status. It is also a follow-up of the implementation of the model developed in their first article.

Muhlenbruch's article, "Approaching Community Involvement," is based on his four years of work as a Community Coordinator. It reflects personal observations on what it takes to bring about effective community involvement. Sharon Kossack attempts to maximize parent involvement in their child's education by looking at the factors that encourage and discourage this involvement. Too often parent programs are half-hearted, ill-conceived attempts that do more harm than good. Berke and Reyes maintain that in order to ensure effective community input for professional development, you must begin with a valid needs assessment. They include a number of suggestions for developing a community survey based upon their own experiences with Project '78. As a supplement to the above, Berke, together with another colleague, Susan Roper, describes a process whereby their project attempted to build a

bridge between the community and the project feeder system. Also, the Community Council, in an attempt to define their role and related activities, undertook a Community Interview Project. The feeling is that this is an invaluable step for future planning.

Kaatz's article looks at one of the positive aspects of the Ryan Credential legislation in California—the mandated use of constituent advisory groups to facilitate program development. Through a cooperative endeavor, his school has implemented several successful advisory groups. "Parents and Children Learning Together" by Jerry Perry is an account of the development of the Parent Center and Home Start Program with Teacher Corps in Fullerton, CA. The Parent Center is a combination care center for children and an instructional center for parents where together they learn and develop new skills. The Home Start Program is a home visitation project to help youngsters prepare for entering school. Rita Stonefoot's article is the only East Coast representative in this issue. Herein is presented an interesting program of preparing parents as guidance assistants for working directly with teachers in the classroom. Two interesting case studies are included as evidence of the program's success. In answer to the questions of "What Volunteers?" and "Can They Be found?" Dolan gives positive evidence that there are plenty of volunteers out there but only a well-planned program can find and effectively train them. Further, programs must have as their base the meaningful use of volunteers and a reward system.

From these eleven thematic articles two conclusions might be warranted: (1) Research on community involvement appears limited; and (2) Most of the so-called "experts" are grass roots people and many academicians tend to shun or even fear community involvement.

Once Alyse Dominquez thought "the school always knew best." Today thanks to community involvement she knows better—and we all do!

H. R. S.

Community Involvement Authenticated? Only if We Confront the Real Issues Facing the "Creators" and the "Creatures"

by Mae Armster Christian

The clamor does not cease. "Community involvement! Community involvement!" These powerful words have become the great battle cry for numerous Teacher Corps projects as well as many other federally fundeo efforts (e.g., Title I, Head Start, Follow Through), and well they should be. Parents and the broader community need a piece of the action. However, for the battle cry to truly shed its hollow ring and put meaning and moral grit into its innards, there must be present some very relevant, interrelated, and visceral kinds of considerations, reciprocal learnings, attitudinal adjustments, understandings and respectful exchanges: MOST OF WHICH I HAVE NOT TRULY AND VISIBLY ENCOUNTERED AS I HAVE TREKKED ACROSS ONE FEDERALLY FUNDED PROJECT AFTER ANOTHER.

True, many of us can cite numerous examples of grandiose successes. In the Atlanta Teacher Corps, like many of you who shall read this treatise, we have brought into the arena and involved some parents, community representatives and you-serving agency representatives who had not set foot back into the school setting since they happily departed the hallowed, or hollowed walls. I would venture further to say, we have successfully raised the consciousness of numerous administrators to higher levels of positive receptivity and appreciation for the significant role which parents can, and should, play. But ah! What are the real, hard, frustrating, often repulsive, but necessary and pressure issues of "community involvement"? Basically, our hard, soft and medium hard data suggest to us that there are at least five natural inroads to successful, sustained, and satisfactory "community involvement":

1. The "Deliverers" or "Movers" of Successful Community Involvement Must Be in Moral Harmony with Self.

The responsibility for the vigorous pursuit of community involvement should be vested only in the hands of individuals who really know who they are, are stalwart, stable human beings committed to the fundamental respect of the most down-trodden forms of human life. Thus, the individual should possess an all-pervasive belief that even the poorest and most functionally illiterate parent deserves respect and patient understanding for the plight of a segment of our nation's population.

Identity formation and reconciliation should not become problematic for the "deliverer" or "mover" when the goal is that of achieving increased acceptability and participation by community. The primary goal of the education of our young people should be kept at the forefront.... In other words, within the context of parental and community involvement, there are already enough real issues related to inhibitions, poverty, hunger, ignorance, racism, cultural dissonance and social rejection. Parents and other community representatives should not be expected to cope with the additional burden of retreating, culturally encapsulated, insincere, unethical and condescending persons who fill leadership roles.

Community agencies, youth and family-serving agencies, and the poorest (and often most crude) parent wants to get involved and *will* get involved if met and welcomed by warm, secure, confident, empathetic, and understanding human beings.

2. Formats and Plans Should Be Cooperatively Developed for Sharing the Spoils.

Poor people already have nothing compared to the middle and upper segment of society. Our universal leadership has seemingly calculated to keep poor folks poor. Black poor folks and white poor folks seem destined to remain poor in these United States and the world at large. Sometimes I think it is conspiratorial! And we, the Gods of Mt. Olympus, must begin to turn a listening ear to all poor folks, including poor white folks. The white poor seem more consistently docile and unable to fight the system than poor black folks. So, who are we who handle the federal dollars (though meager they are in Teacher Corps) to deny even a small pittance of remuneration to those poorer community representatives who want to, and will join us, if we share the dollars? Even those times in Atlanta when we were able to share only small honoraria, our "community

involvement" was sustained and effective. Obviously, more attention needs to be given to providing some more dollars.

At one point, we had over 50 parents involved on a weekly basis in one school alone. However, and rightly so, there were concerns among the parents about their appearance, their lunch, where to leave the smaller children, transportation, training for understanding the organization of the school, themselves and their place in the whole educational matrix, child development, parenting—and yes—each other. Training turned out to be high on their list of priorities. More about that in a moment.

Without a doubt, EVERY SINGLE ONE OF OUR PARENTS — THE POOREST, THE MOST PROFOUNDLY ILLITERATE — WANTED A BETTER LIFE FOR THEIR CHILDREN. For us, this means that we *must* take a more positive, responsive and sharing attitude toward parents. The children too became excited, happy and motivated to work harder when they saw their parents involved in the day-to-day operation of the school. In one community where some parents of the elementary PTSA and the high school PTSA had never so much as spoken to each other, collaborative activities became real. The same proved true for other community, youth and family serving agencies.

Obviously, these agencies all have their own agendas. However, we found that for the most part they shared a common belief: that a lasting positive and productive school climate can only become real through working together to systematically plan creative and innovative approaches to those matters and issues of central importance to the education of our youth.

3. Training the Creators and the Creatures.

Those who would become creators (the "deliverers and movers") of community involvement programs compatible to the needs, wishes and aspirations of the creatures (the consumers) should first be trained in the fundamentals and foundations of community involvement. And, of course, the creatures must themselves be trained.

A creator who is "all knowing" and yet unsure, unknowledgeable, and openly disdainful of the life-styles of the poor and disenfranchised, is destined for sure obliteration as though sailing through the air on an uncontrolled and uncontrollable roller coaster.

In its most humane and useful sense, achieving any degree of really successful community involvement requires skillful and perceptive approaches to (1) sharing and transmitting to the community a belief in the personal and familial efficacy of community involvement—or the psychology of community involvement; (2) understanding and accepting the psychic need for recognition, decision making and a sense of truly belonging—sharing power; (3) demonstrating a sense of tolerance and open-mindedness—not missionary tendencies; (4) providing leadership in planning simple, comprehensible techniques for generating and sharing information, materials development, unique and different experiences and a more complete and honest picture of the community role in education; and (5) guaranteeing trust, collaboration, and the acceptance of poor folks as people—taking into account the uniqueness of each person.

Community representatives want to be trained in the "ways of the school." But, they want to be respected and trained by trainers who, themselves, know what they are doing. The creatures of community involvement (parents and agency reps) want to (1) have the trainers understand and respect the fact that the poorest parent has a brain—a mind; they do enter the arena with some previously gained knowledge and understanding; (2) gain information and new learnings which will help them to help their children aspire to owning a quality life space; (3) be helpful and helped; (4) to engage in learning some new and creative modes of thinking and ways of behaving which can be viewed as opening up processes. I still become ecstatic each time I reflect upon a parent who had been a welfare recipient for several decades—until the advent of Teacher Corps in her life. She is now gainfully employed by the school system, as an educational aide, is working another full-time job, saving her money and has set summer, 1980, as her personal target date for relocating herself and her five children way from a drug infested, violence ridden, depressing public housing complex. She has vowed "never to go on welfare again." She is also working on an Associate of Arts degree.

Another parent from the same public housing complex is working on the A.A. degree and has just collaborated with a university professor to secure a grant for a project of study in special education.

4. Prepare the Body and Mind to Work.

The most enervating, but therapeutic, mandate for successful, visible, and authentic community involvement is work—hard work. Already, since September 1978, the beginning of the school year, my staff and I have visited, spoken to, observed, and convened seminars and workshops for well over three or four dozen PTSA's, ministers meetings, tenants associations, agency meetings, Title I Parent Advisory Councils, Title I parents, community clubs, and innumerable homes. For what purpose? There are several:

1. *Publicity is crucial.* People must participate in knowing and understanding your philosophy, goals,

objectives, and planned activities. They also need opportunities to question you, your motives—to test your sincerity. Therefore, it is necessary to communicate, to move among people, to share.

2. *Understanding the interplay between persons, groups and settings is important.* Life itself is nonlinear. This factor is even more profoundly true and visible in poor communities. The linkages, relationships, structures, and feelings form in various groups and directions. *Community* lives, and sociological pinions radiate in all directions and forms. Sometimes they seem to bombard and pile one on top of the other. Unless the "creator" or the "deliverer" is prepared to seek objective understanding and has the skill and willingness to work through these interwoven settings and feelings, withdrawal is recommended.
3. *Just getting the program of community involvement over.* Students, teachers, administrators, parents, agencies—in fact anyone who contributes in some way to the nature, quality, and guarantee of an equitable learning system for the children of the poor is a vital part of that system.

Now, all of these suggestions of hard work are not suggestions at all. They are truisms of successful community involvement. They mean commitment to finding out where information about the community can be obtained. They mean visiting settings, talking to people, telephoning people, writing letters to people, distributing flyers and announcements; they mean planning and convening conferences, seminars, workshops; they mean observing people and situations, interacting with people; they mean visiting places and events after school or office hours—at nights and sometimes on weekends.

Yes, in certain segments of the community, it may also mean sometimes being the recipient of abusive language—an accusatory threat (these soon disappear once your authenticity is verified). And, of course, the most rewarding and exciting element is that once you get community constituents involved, they will "out work" you—if the rewards are shared (not just money, but the joys of improved achievement, trips, increased self-esteem, etc.).

5. Getting to Know and Understand That Poor People, Too, Are Human.

The universe is moving more closely toward pluralism. Human understanding, care, loving reciprocity, concern and human acceptance can bridge the gap between, and among, the haves and the have-nots and the races of humankind. As we, the inhabitants of the universe, find ourselves more and more dependent upon the sharing of our resources, one with another, survival may force us to become more action-oriented toward improving the human conditions and toward becoming more concerned about the individual.

Community involvement can provide meaningful education in multiculturalism. Various ethnic groups can begin to internalize a greater degree of comfort as each gets to know, understand and feel more at ease with each other.

Community involvement can provide unique and eternal educational benefits for those desirous of fostering universal equality and brotherhood.

Conclusion.

Summarily, real and authentic community involvement is a possibility--without expecting miracles. But we, as the perpetrators, must be fair, open, objective, honest and skillful in our dealings. Poor people are suspect. They have been over studied, ill treated and relegated to meager means.

Our role is unique. We have an unprecedented opportunity to develop lasting patterns of community involvement and to build bridges of hope for better lives in the future. In our central function, a multiplicity of opportunities abound to prove that the hope which we generate can be converted into more comfortable lives. It can work. The kind and quality of community involvement which I have proposed may sound like a different form of curriculum for community involvement. It is not. The structure proposed here simply suggests a symbiotic, logical flow and an equitable sharing of the power, the responsibility, the resources, the training, the leadership and the work with those who must rightfully share in what ultimately happens to our clients — THE CHILDREN AND YOUNG PEOPLE WHOM WE MUST EDUCATE. FOR, I FEAR, THAT UNLESS WE SOON BEGIN TO ACT UPON A MORE SYSTEMATIC, SENSIBLE, SOUND, LASTING, AND SINCERE CONCERN ABOUT THE QUALITY OF LIFE OF OUR YOUNG PEOPLE, THE SCANDALOUS IMPRISONMENT OF NUMBERS OF YOUNG MINDS WILL NOT CEASE AND OUR INEVITABLE DOOM SHALL BE SEALED!!

A Change Agent Training Model for Teacher Corps Community Council Members

by Leo Juarez and Claire Nussbaum

That local community members participate in decision making concerning local schooling is a long-standing educational cliche. Such participation is usually discussed in terms of legislative guarantees at the state level which provide for local control of schools. As it reflects community participation, local control is generally understood to mean control of community education by elected school boards and their appointed school officials. Historically this process of representation by election has protected middle and upper class control over education and limited participation in education by the disadvantaged to narrowly defined client roles. The requirement that the governance of Teacher Corps projects include participation among community councils (CC's) elected from constituencies of project schools, among local school districts (LSD's), and among participating institutions of higher education (IHE's) represents an attempt to create a partial vacuum in control which can only be filled by members from heretofore unrepresented and thus disadvantaged educational constituencies.

Unfortunately project regulations merely create positions. Local communities still have the responsibility to fill them effectively. That the letter of the law can be fulfilled without attention to its intent is evident in the scantiest review of the progress of educational desegregation since 1954. Effective use of community roles created by Teacher Corps guidelines requires not only high commitment from the local community but training models which can provide sufficient group insight into social and institutional behaviors to bond the council into a cohesive unit which is effective not only because council members are dedicated but because they have the group knowledge, skills and resources to move from a position of marginal power to one of active participation in decisions affecting school and community affairs.

Experience with disadvantaged socioeconomic groups led Paolo Friere (1974) to note a strong relationship between feeling disadvantaged and a willingness to permit those who are seen as advantaged do the thinking, assume control, and direct the group's activities. While tendencies of this sort are a natural result of role strain or the felt inadequacy council members from the barrio or inner city may experience when called upon to act in policy making and planning capacities, yielding to such temptation virtually guarantees the failure of council efforts. Neighborhood labels such as Vendido, oreo, handkerchief-head and worse are likely rewards for such behavior. Community members assuming new roles as council members need intense exposure to training models which will ease the transition from powerlessness to proficiency in relations with local districts and IHE's.

Council participants must realize that the awkwardness they feel in their new positions of partnership with universities and school districts is a perfectly natural result of the role strain present in the assumption of any new position. There is a certain amount of culture shock present in new situations which require that we perform in unfamiliar ways. Lacking background and experience with a new set of role obligations can lead to temporary feelings of inadequacy or role strain as reflected in the following types of questions. "Can I do the job?" "How do I find out what I don't know without looking dumb in front of all these people?" Peace Corps, Vista, and Teacher Corps interns experience similar feelings during the first stages of their assignments in-country or abroad (Juarez, 1973, 1974).

In the beginning stages of a project it is helpful to know that role strain is always present but that the sense of helplessness which sometimes accompanies it should disappear as council members learn more about their project. From a training perspective it is important to allow council members enough time to familiarize themselves with their project and with themselves as a reference group prior to any extended contact with the LSD and IHE components of their project. The confidence gained by council members as project participants will eventually be reflected through increased attendance at planning committee meetings, policy board meetings, and in the initiation of task forces to accomplish council goals. School district and IHE personnel can best fill requests for training in group process, goal identification

and goal achievement if they operate under a technical assistance philosophy which recognizes the importance of planned obsolescence in their assumption of advisory roles. Council members should be wary of any attempts by LSD and IHE personnel to establish permanent advisory roles which detract from the leadership responsibilities of council members. Equality in status as a project component can only be developed if council members assume their respective responsibilities for leadership. Such responsibilities include advocacy for community concerns at school board and school meetings, the creation and management of advisory councils for school sites in the project feeder system, monitoring school board proceedings, and service on school board advisory committees and task forces. Active participation is the only guarantee of continued representation.

A change agent is essentially a therapist who works in a number of client systems to break down habitual patterns of behavior which block change, i.e., the acceptance of new ideas and new behaviors or relationships. In the Teacher Corps program, the client systems of the community council member or community coordinator who act as change agents (CA's) are the IHE, the LSD, and, yes, even his/her own community and council. We accept as given that these systems have not worked as well as they are capable in terms of meeting the needs of teachers, parents, and children. Were they doing so, there would be no need for a Teacher Corps project. Each of the three Teacher Corps components (CC, LSD, and IHE) has an organizational structure, with positions, roles, resources, and responsibilities. A change agent's first responsibility is to be thoroughly familiar with his client systems, how they are supposed to work (their formal aspects) and how they actually work in the day to day process of carrying out their role responsibilities (their informal behavior).

Attention to only one aspect of client behavior (whether the formal or the informal) is a terrible mistake for the change agent and can lead to failure in the achievement of his/her goals. For example, the open meetings rule may require that all school board meetings be held in public except in special cases such as acquiring school property in which open meetings might limit the effectiveness of the board. Council members may be in for a rude awakening if they place all their energies in securing open meetings and neglect the appropriate use of the news media, the securing of community attendance, the securing of a place on the agenda, or even the possibility that actual board business may already have been conducted by telephone. Similarly, relying on a charter which calls for informing the community by the best available means does not guarantee that communities will be informed through notices in school or community papers or through called meetings. It may be necessary to use informal communication chains such as local churches, telephone lists, and other nonschool related community groups and organizations to pass along information.

The awareness of client system operations which change agents must apply to their client's problems is gained through training and practice in the exercise of several basic change agent roles (Gallagher and Santopolo, 1967; Juarez, 1968). Among these are the roles of Analyst, Advisor, Advocate, and Innovator. Analysis requires that the change agent develop rapport with the client and the system within which the client must operate. This, for example, involves not only learning teachers' strengths and limitations, but also the constraints under which they work, boundary limits within the system, possible barriers to change, and the institutional resources (material, policy, and human) which are available to bring about change. The analyst role thus involves surveying the client's situation, identifying problems within the client system, and bringing the client to an awareness of them. The role of analyst is central to the change agent's work and one which he/she will continue to use throughout the duration of the project.

Advisor: this role is assumed when the change agent's primary duty to the client is to provide insight into a range of alternative problem solutions and their consequences. The decision-making responsibility of the client in this advisor-client relationship cannot be underemphasized. The advisor role is neutral in the presentation of alternatives, and the choice must be solely the client's responsibility.

Advocate roles on the other hand require that the client indicate a desire and expectation that the decision-making responsibility for resolving client problems be shared with the change agent. In this capacity the change agent is required to recommend from a number of alternatives and their consequences one particular solution. Success in this role is determined by the client's willingness to accept advocacy, by the accuracy of the change agent's understanding of the client system, and by his/her understanding of the client's values. The initiation of nontraditional programs in IHE's and LSD's, for example, is made especially difficult by the bureaucracies of these institutions and by the professional constraints under which they operate. Council members and Teacher Corps staff who do not make the effort to understand these client systems can neither make realistic recommendations nor negotiate workable compromises.

The role of innovator is assumed when the change agent's main responsibility to the client is to create an innovation which will satisfy a specific need. This

somewhat complex role may be filled through several activities each of which constitutes a subordinate role: systems linkage, organizational innovation, and technical innovation. Systems linkage refers to change agent activities which bring clients into contact with knowledge systems other than their own which may provide solutions to client problems. Local community resources such as churches, nonschool organizations, and nonschool related individuals can be put in touch with the client to resolve client problems. Systems linkage broadens a client's knowledge base, decreases the client's dependency upon the change agent in problem solving, and can save an overworked council member or community coordinator a great deal of time and personal energy.

Organizational innovation refers to the process of helping clients change existing institutional behavior patterns through the development of programs, offices, or projects which meet client needs. Often times new organizations do not have to be created. Systems linkage may provide an appropriate community agency to resolve the problem, or, perhaps, an existing agency may be modified to accept a new or expanded set of responsibilities. Finally, technical innovation refers to the application of a high level of skill from a specialized field to client problems. Activities of this nature may include anything from accounting and budget making to curriculum planning and proposal writing or welding and landscaping. Such skills may be directly available within the council and community or tapped through the LSD and IHE.

Roles in the change agent model described are not limited to council members and community coordinators. Nor are they limited to use in Teacher Corps activities. Success in any social change effort is a likely consequence of attention to these roles, practice in them, and careful consideration of client systems and client values. A very common barrier to change arises from inadequate attention to communication styles. The intercultural communications model developed in Juarez (1968) suggests some typical barriers to effective communication and goal achievement. (See Figure 1.)

The model in Figure 1 represents two-way communication between a message sender and a receiver. In the communication process, messages are filtered through several screens, each of which has the potential for disrupting the clarity of the message. Screen I represents the likelihood of interference from the sender himself. How one feels physically and emotionally at any given point in time can affect the way in which messages are sent. We may be more harsh, more abrupt, or include words and gestures we do not mean. A school superintendent with a painful ulcer may not always be pleasant to communicate with. Screen II represents the

Figure 1:

An Intercultural Communications Model

possibility of interference resulting from cultural predisposition or the way we have been taught to see and understand things. For example, in some ethnic groups eye contact and touch are emphasized in communication whereas other groups tend to emphasize promptness and attention to differences in status. Screen III represents the possibility of interference from the medium through which we choose to communicate: a typewritten memo, a hand-written note, a telephone call, a personal visit, or a newspaper clipping all have a different impact on the receiver and the way in which he/she interprets the message. Friends pick up the phone and call each other rather than write memos.

Screen IV represents interference from the message itself. A slap on the face says something quite different from a slap on the back or the arm. Screen V is the receiver's counterpart to Screen II and represents cultural interference in the receiver's understanding of the message. Similarly, Screen VI is the counterpart of Screen I and represents interference to clear understanding caused by the way the receiver happens to be thinking or feeling at the particular time the message is received.

The dotted line from sender to receiver represents feedback. Feedback is one means of testing whether what you thought you said is what was heard. It is important to remember that in feedback the same screens apply in reverse order. Anyone who has ever sent a chain message can report on the potential for distorting even simple sentences when transmitted through a number of senders and receivers and then back to the original sender.

It has been recognized for quite some time in technical assistance work that effective change agents work in a positive manner to build the skills and status of teachers and other educational workers. Teacher Corps is a transient institution with respect to any given community. While Teacher Corps stresses the adaptation, institutionalization, and dissemination of its programs into the permanent structure of the LSD's and IHE's, what will remain with the passing of any given project is mainly the result of the rapport which

community members are able to build during the five-year project cycle. A strong barrier to appropriate rapport between the community and other project components may result from previous relations among the community, the LSD, and the IHE. Old images of order have a way of intruding upon present reality, and it is the responsibility of all project participants to recognize that a Teacher Corps contract brings the ethical as well as the legal responsibility for breaking down previous attitudinal and behavioral dispositions and developing new bases for cooperation.

Each project is a unique product combining previously successful Teacher Corps experience with the resources and constraints present in the local community. The innovativeness of the end product and its potential for dissemination are delimited by its form, the meanings which are attached to it, and the functions filled by the product in the ongoing work of the local district. A particular organizational form may be possible in one district and negated by a lack of resources in another. Rural areas, for example, may be best served by special education cooperatives, while urban districts require more individual resources. Similarly parent/school and parent/board advisory groups may be acceptable in some areas and spurned in others because they mean too much neighborhood input into schooling. Likewise, in some communities it may be possible for a principal to concentrate upon instructional supervision and to delegate communication with the community to the local council coordinator or to a designated council member, while in other projects the supervisory responsibilities of the principal will have to be delegated to a central office consultant or a building teacher because the community visibility of the principal is weak and requires additional work.

In any case, careful attention to the client systems, to client values, and to the proper exercise of change agent roles will provide not only required skills but rewarding work for council members.

REFERENCES

Freire, Paulo. *Pedagogy of the Oppressed.* New York: The Seabury Press, 1974.

Gallagher, Art, Jr., and Frank Santopolo. "Perspectives on Change Agent Roles," *Journal of Cooperative Extension.* (Winter, 1967), 223-229.

Juarez, Leo J. "The Technical Advisor as a Cross-Cultural Change Agent." Occasional Paper No. 7 (1968). Program on Educational Change, University of Kentucky, Lexington, Kentucky.

_____. "Role Strain, Culture Shock, and Performance: Toward the Operationalization of a Theory of Role Strain." Development Paper No. 8 (March, 1973). Center for Developmental Change, University of Kentucky, Lexington, Kentucky.

_____. "Some Applications of Role Strain Theory to School Behavior," *Texas Tech Journal of Education.* I:2&3 (1974), 127-138.

Lippit, Ronald, Jean Watson and Bruce Westley. *The Dynamics of Planned Change.* New York: Harcourt, Brace, and World, 1958.

QUOTATION TO PONDER — Yesterday and Today?

The streets of our country are in turmoil. The universities are filled with students rebelling and rioting. Communists are seeking to destroy our country. Russia is threatening us with her might and the Republic is in danger. Yes, danger from within and without.

We need law and order. Yes, without law and order our nation cannot survive. Elect us and we shall restore law and order.

When was it written?

See answer p. 39.

Approaching Community Involvement

by Jack K. Muhlenbruch

When there is talk of community involvement a person wonders whether a school is simply repeating a popular cliche or whether there is a genuine interest in building good school-community relationships. Does *involvement* mean something more than asking people to read news releases from the school and attend parents' meetings? What about motivating people to become so concerned about education that eventually they have an impact on administration, curriculum and classroom instruction? To understand community involvement one needs to realize that by its very nature it is a two-way arrangement. It takes place only when there is an atmosphere of mutual trust, an understanding of one another's needs, honesty, respect and a sincere desire to work cooperatively, all of which need to be cultivated by every possible means.

School administrators and teaching staffs have not always been known for their willingness to become involved with the community except on a very minimal basis. From the viewpoint of the administrator there are always questions as to whether people will be too critical, whether they will cause additional work for the custodial staff when they use the building, and whether they will attempt to promote ideas which are pedagogically unsound. From the viewpoint of the teaching staff there are questions as to whether parents have the background to communicate with professionally trained educators, whether their efforts at home might be counter-productive to what is being done at school, whether people with no professional training might eventually usurp some of the functions of teachers and whether there is really a valid reason for school and community to work together. From the viewpoint of the community, there are the questions as to whether nonprofessionally trained people actually have anything to offer the school, whether the school is the "jungle" that the media sometimes depict it to be and whether an offer to help will be welcomed or rejected. A school can be a very foreboding place, especially for people who had problems when they were students or now have children whose school performance is considered below average.

It needs to be remembered that such concerns on the part of administrator, teacher or member of the community are genuine, based on past experience and available information. It should also be remembered that people think and act on the basis of their personal needs and perceptions. So school-community relationships do not come about on their own. They have to be initiated and nurtured by people who care.

Generally it is the administrator who takes the initial step toward community involvement. (If the initial step is taken by one or more community residents, especially someone who has a cause to espouse, the relationship could be an unpleasant one.) It is for the administrator to set the stage, to open the door, to make it clear that the community is a partner in education, to encourage people to express themselves. The administrator who subscribes to the idea of community-based education advocated by Teacher Corps is recognizing an important principle in community involvement.

There are various signals by which residents of the community become aware of the administration's willingness to become involved. People sense it in the attitude of the administrator or secretary when they ask a question or request information. They see it in the fact that the school building is open for community education classes and for use by community organizations. They have evidence when communication from the school is more open, more friendly, more concerned. They sense it when they are invited to do volunteer work in the school. They become aware of it as the school solicits their opinions and shows respect for their judgments. Ultimately, they realize that teachers understand at least some of the problems parents face in rearing children, paying the bills and doing whatever else it takes to keep the family together.

It is when the administrative and teaching staff give indication of a willingness to become involved and the community responds, that something begins to happen in the way of community involvement. This is what has happened in such schools as Grant Elementary School in Chicago, where 600 parents are involved in a reading program that has resulted in significant improvement in test scores. This is what is happening also in schools that sponsor community education programs, volunteer programs, school-community councils and other projects which are more than simply going through the motions to satisfy federal or state guidelines. Experience indicates that community involvement seems to feed on itself: as the school becomes involved and sees the salutary effect

on itself as well as on the community, there is motivation to attempt even more. This can lead to a school-community partnership in the best sense of the word and to education that is truly community-based.

In this process a Teacher Corps project has the opportunity to serve as a catalyst. Teacher Corps people dare not assume the role of school administrator or teacher, for they have not been appointed to that role. But they can offer assistance. They can become informed about successful community involvement in other areas and share this information as there is opportunity to do so. They can be a positive influence in the community, working with neighborhood residents, churches, business people and public agencies to support their programs. If they are members of the staff of an institution of higher education they can encourage community participation on the part of the institution. In recent years colleges and universities have done some excellent work in their communities, as reported in *American Education* and other journals.

Community involvement is not a process that comes about by merely following the numbers. It cannot be orchestrated from a desk or a chair. There are no easy steps to success because concern, understanding, mutual trust and cooperation cannot be measured statistically. Involvement requires face to face contact in addition to news releases, letters and memos. It requires a judicious use of words, a holding of one's temper on occasion, respect for the other person's point of view and a willingness to let someone else get the credit. There is no guarantee that it will pay off in cash, but it can pay off in satisfaction and long-range benefits.

EVEN AS NOW — Yesterday and Today?

It is a gloomy moment in history. Not in the lifetime of any man who reads his paper has there been so much grave and deep apprehension; never has the future seemed so dark and incalculable. In France the political cauldron seethes and bubbles with uncertainty. England and the English empire are being sorely tried and exhausted in a social and economic struggle, with turmoil at home and uprising of her teeming millions in her far flung Indian empire. The United States is beset with racial, industrial and commercial chaos — drifting we know not where.

Russia hangs like a storm cloud on the horizon of Europe — dark and silent. It is a solemn moment, and no man can feel indifference, which, happily, no man pretends to feel in the issue of events. Of our own troubles no man can see the end.

When was it written? See answer p. 39.

Encouraging Maximal Parent Involvement in Education

by Sharon Kossack

Teacher Corps projects are designed to deal with schools and communities in low socioeconomic areas. Most such programs recognize that maximal parent involvement is the key to lasting and meaningful change since "parents are the primary models for their children's behaviors; if parents are involved and concerned with educational matters, so their children will be." [1] Since the school-centered program cannot hope to have as great an influence in six hours as a home environment has in ten to twelve hours, the child's orientation can only be changed if educational intervention programs engage and positively change the home environment. This home focus has not always been the prevalent one.

The Attitude of the School

As school-centered programs like Title I and ESEA proved less than effective,[2] educational circles witnessed the development of programs for children which intervened at earlier and earlier ages in the hope that this preschool experience could more effectively prepare the youngster for academics upon school entrance. The failing of all of these programs was their attitude that the programs would *overcome* cultural deprivations and deficiencies and suggested that "some children needed rescue from family influence," [3] instead of attempting to tap the home as a resource.

Many educators feel uncomfortable with the notion of home learning. The feeling seems to be that the environment in the poor and minority family may be less conducive to stimulating a child's academic orientation. In a recent survey of elementary school teachers who are involved in a local Teacher Corps project in Miami, half of the teachers indicated that they did not feel that the parents were interested in their children's education, school, or learning.

More recent studies seem to dispel this myth of the disinterested poverty parent: Several comments (from the parents) evidenced a previous desire to help their children but a lack of knowledge about what to do prevented involvement. What might be the parent behaviors that might lead to this misperception on the part of teachers?

Parent-Home Situations

Parents may not avail themselves of local training programs because of *practical considerations*. Family commitments may interfere; there may be no one to care for the children as the parent absents himself/herself to go to local meetings. The parent may not have transportation to meetings. Many poverty parents find themselves working at two jobs to try to make financial ends meet and, thus, do not have the time to go to local parent training meetings.

Parents' *attitudes* may interfere with their desire to participate. Many parents in poverty families have not been successful in school. This presents two problems: the parent may lack the basic skills needed to aid the child, and/or the parent may maintain less-than-positive feelings about school and lack the desire to become involved in school-related programs out of fear, mistrust, discomfort, or a variety of other feelings. Poverty parents feel powerless to instigate change in the lives of their children; they view the school as the expert. They do not feel they are privy to the knowledge of this expert, not now, nor in the past.[4]

Such feelings are demonstrated in ways that are easily misinterpreted by school staff. Some parents withdraw, leading school personnel to feel the parent is apathetic. Others are assertive, leading school personnel to feel threatened. A meaningful dialogue designed to promote effective interaction between parent and school is needed. Such an interaction needs to allow parents and school staff to express real concerns about their respective role with regard to the success of the child.

Programs which 'allow' the parent in the classroom without providing training to enable the parent to feel a real, contributing part of the future of the class are not enough. Such parents find that they are able to contribute only by pouring juice and collecting lunch money; a role that is degrading and discouraging, however helpful to the teacher.

Programs that dispense materials for the parents to use in the home without training in communication-interaction factors are not only not enough, but can also prove harmful. Hertig (1968) notes that many poverty

mothers, fearful of being 'found out' with regard to their lack of basic skills, "may attempt to 'cover' for the lack of ability and experience, (which) often results in a parent-child interaction characterized by communication which is not conducive to successful learning." Parents must be trained to maximize those factors in home learning which have been found to maximize student academic readiness.

What Can Be Done?

First, practical factors need to be accounted for; transportation should be provided, child-care services can be arranged using older upper-grade students on a volunteer basis. Meeting times should be flexible; meetings can be repeated with the first in the early afternoon for non-working parents and a second session in the early evening for working parents. Those parents whose work schedules/overloads do not permit attendance at the meetings can be given individualized home sessions or their children can be 'adopted' by another neighbor family so that the child still receives home academic reinforcement.

Next, affective factors need to be taken into account. Parent training meetings must be as informal and relaxed as possible. Training should be designed to build parent skills as the focus is geared to building children's skills; the parent should never be made to feel incapable. All directions for home-interaction materials should be provided, materials for their construction should be made available. Practice in their use should be demonstrated by an expert and parents should be allowed to role-play the home-learning situation. Much time should be provided to allow for verbalization of feelings; parents will learn how common their concerns are when they repeatedly hear other parents remark about family problems.

Process factors need to be recognized. Parents need to be aware of the reason for certain techniques and materials; why certain skills are necessary. Those learning materials and techniques that are used should be carefully chosen to meet the immediate needs of the students so that the parents can see progress and change. The materials should not be so complex as to be confusing, and should be very motivational so that the learning encounter will be a positive one.

If such provisions are made for home learning, parent training sessions will reveal that "parents aren't disinterested in their children ... but are caught up in the struggle to make a living, to provide for their families. Some are busy with other things. Some are simply timid." Since many do not know how to reach out to their schools, "the schools have to reach out to them." [1]

BIBLIOGRAPHY

[1] Koppman, Patricia. "Taking Learning Home," *Reporting on Reading*, Vol. 4, No. 4, June 1978, p. 1.

[2] Stenner, Jackson A., and Siegfried Mueller. "A Successful Compensatory Education Model," *Phi Delta Kappan*, Vol. 55, Dec. 1973, pp. 246-248.

[3] Strom, Robert, and Aileen Johnson. "The Parent as a Teacher," *Education*, Vol. 95, Fall 1974, pp. 40-43.

[4] Swift, Marshall. "Training Poverty Mothers in Communication Skills," *The Reading Teacher*, Vol. 23, Dec. 1973, pp. 360-7.

Ensuring Community Input Into Professional Development: Begin With a Valid Needs Assessment

by Iris Berke and Luis Reyes

The Teacher Corps and many other state and federal education programs require community participation. The purpose of this participation is, ideally, to provide input into the decision-making process by members of the community which the project school serves. Often this input is obtained through participation by members of the School Advisory Council. Another frequently employed method of obtaining input is to administer a questionnaire at the beginning of a project. It is usually referred to as a "needs assessment" which is given to whatever group or sample is defined as the community whose input is sought. The results of the community survey then are used to determine project and school policy.

In schools which have active community participation, this procedure may be well established. A variety of people may have primary responsibility for maintaining close contact with community representatives—the principal, vice-principal, teachers, a community coordinator, if such a position exists at the school, or aides who are themselves community members. In any case, when community input is provided, it should be an integral part of the school decision-making process regarding program priorities, use of school and extracurricular time and resources, budget management, discipline, and other school concerns. When a special project is introduced into a school, particularly one which does not have routine procedures for ensuring community input, an evaluator connected with the project may try to gather such information through administration of a needs assessment.

Designing, administering, and analyzing a community needs assessment and reporting its results seems like a straightforward task. However, there are many pitfalls for which an administrator or evaluator's prior training and experience will not have prepared him. First of all, most community questionnaires seek to gather information to be used for project decision making. This type of task has little or nothing to do with conducting research, testing hypotheses, offering a treatment, or conducting an experiment. Thus, the evaluator's usual concerns about the questionnaire's internal validity and its method of administration may be less relevant to the task than trying to assure that (1) a representative sample of the community is identified and will respond; and (2) the information obtained can be translated into school policy.

The evaluator can perform a useful function to the project director if he can conduct a community questionnaire that will provide information to guide project policy and activities *early* enough in the project to avoid wasting valuable time and energy in false starts. However, this does not mean that in the haste to get going, a quick needs assessment should be undertaken which will then be found to have served no purpose in the project. Rather, to ensure that the project genuinely addresses the needs of the school and its community, every effort must be made to guarantee that the needs assessment is valid and that the information provided through it is used.

No matter who has primary responsibility for gathering community input—whether it is the principal, project director, evaluator, community coordinator, or other person—several steps must be taken to assure that the needs assessment is valid. First, input into its design should be sought from representatives of essential project role-groups, such as administrators, teachers, parents, students, aides, interns, community coordinator and representatives of other civic or religious organizations that the project might work closely with. When the project involves a school, a school district office, a university and a community, as most Teacher Corps projects do, the complexity of the task increases. Simply identifying these people and convincing them that their help is essential may require considerable time and effort.

Schools which have not previously participated in state or federal projects requiring community participation may have little contact with their communities. Whereas it is relatively easy for neighborhood elementary schools to develop close contact with their communities, it is more difficult for junior and senior high schools to do so. Existing School Advisory Councils, the usual bodies for satisfying community involvement

requirements, may prove to be nonrepresentative of the community which the school serves, or may be operating ineffectively as vehicles for input into school decision making. In such cases, establishing genuine contact with the school community is a time-consuming and expensive process which requires commitment by teachers, administrators, and other project participants. The presence of a community coordinator who has credibility with the community will be a great asset. Methods of establishing contact include offering informal gatherings at the school or in neighborhood homes, providing workshops on topics which would interest parents, organizing parent-child activities attended by school faculty and administrators, having student leaders contact parents, etc.—all of which require extensive planning, coordination, and energy to implement.

If the school wants to develop real community involvement, considerable groundwork will have to be laid before a valid needs assessment can be attempted. Obviously, an assessment of community feelings on a variety of school-related topics cannot be achieved if the community has little or no contact with the school, is unaware of the programs and projects existing at the school, what alternatives exist among possible choices, what resources are available, how the budget is managed and how decisions are made. The process of initially informing parents so they can voice their feelings about such issues as whether the school should offer "bilingual" or "multicultural education" will necessitate prior articulation at the school site about what is meant by the terms, what would be offered in such courses, whether they would be taught as separate courses or integrated into the whole curriculum, by whom they would be taught, which students would be eligible and by what criteria, whether the courses would be elective or mandatory, what other courses or experiences might have to be foregone in favor of the new offerings, and what resources and support would be available if such courses were instituted.

Thus, it is apparent that conducting a community survey/needs assessment of an adequately informed and involved community which has input into school and project policy is a complicated matter. The evaluator of such a project can help at the outset by making the participants aware of the above issues and considerations before rushing into the hasty administration of a community survey to a population which may not respond well to formal written communication, particularly from a school for which they feel little warmth, whose programs and policies they are unaware of, and which seems not to have acted on previous parent and community input. Even if it delays project activities by a few months, project participants should think carefully about what they want to do to develop true community participation before hastily acting on the results of an inappropriately designed and administered community needs assessment. On the other hand, the project can get off to a good start if considerable effort and emphasis is placed on the community needs assessment. If it is agreed in advance that the results of this survey will determine project direction and policy (within federal and/or state regulations and in keeping with the general intention of the project described in its funding proposal), then input from the most important project role-groups must be obtained before the needs assessment is designed.

A survey cannot be all things to all people, but the project participants can articulate, confront, and sort out their purposes in conducting the survey in the first place. The group must consider honestly whether it intends to conduct a community survey for the following purpose(s):

1. compliance with requirements of the funding agency;
2. to provide confirmation that the community has little interest in the school;
3. to provide community confirmation for the expertise of educational professionals (i.e., rubber-stamping school policy);
4. to provide opportunity for token participation by the community;
5. to begin a process of community self-awareness;
6. to study the political, social, and economic structure of the community;
7. to seek input for developing school curricula and policy; and
8. to maintain an ongoing dialogue with the community.

If the purpose is to begin community involvement by gaining unknown information about the school community, an open-ended instrument must be designed. If the purpose of the needs assessment is to confirm school personnel in their chosen plan of action, then a rather different kind of instrument will be necessary.

If the school is genuinely committed to developing awareness and real community participation in the sense of Paolo Freire's "conscientizacion," the task at hand is more complex than designing and mailing a questionnaire and waiting for a response to analyze. In this situation, project participants must work closely with people who have ties to the community, such as the community coordinator (if there is one), interns, students, social agencies, teachers who are from the community, and community representatives who are not hand-picked. The task of gathering information from a group which must first be identified, contacted, educated about their children's schooling process to the point where they

have enough self-confidence and information to make suggestions about school policy and procedures, takes considerable time and effort. It would be a great mistake for the project to send out a mail questionnaire, regardless of its content, to a community at an elementary level of awareness regarding the school. The low response is certainly predictable in this case.

If the project participants decide they have a few possible alternatives in mind and merely want some community input for determining priorities among them, then it is probably best not to attempt to gather community socioeconomic, historical, attitudinal and other information which will increase the length of the questionnaire, possibly invade families' privacy and reduce the likelihood of a high response. Most important, no information should be sought which will not be used by the school or project. Once it has been decided what kinds of information to collect and for what purposes, the next step is to determine how to get the desired information.

Before attempting to conduct a community needs assessment, the evaluator or other project participants responsible for gathering the information should explore with the community coordinator and students how to obtain information from parents and other community members. In this situation, students may prove to be a valuable source of information. In elementary schools, students are routinely asked to transmit information to and from their families, but in junior and senior high schools, this is usually not the case. Reluctance to invade the privacy of the home and to give up any time during the hectic departmentalized high school day may effectively eliminate the students as important intermediaries in the establishment of close contact between the community and the school. It is probably unwise to eliminate the students as the most obvious sources of information about themselves and as the most efficient and interested transmitters of school communication. It does, however, take some effort to guarantee that the students will assume their share of responsibility in the process. Initially, a large enough block of time must be cleared, perhaps an entire period, during which previously "trained" teachers could determine the following information from students in the school:

1. in what language would parents prefer any communication from school. (Students, themselves, can often be used as translators if the family's first language is a less commonly found one.);
2. the preferred mode of communication from school (written notices, telephone calls, home visits, small group discussions at a neighborhood home or community center, etc.); and
3. the expected probability of response by the family, and how a response might be assured (if the student took a major role, if school "officials" sought the family's input, if a religious leader urged participation, etc.).

Once this information is available, means of gathering input from school parents can be devised. If written communication is not popular, it would be a waste of time and energy for project participants to design and administer a questionnaire aimed at a population which dislikes this mode of communication. Clearly, the response rate in this community would be low. Instead of relying on a mail questionnaire because that is the way such surveys are usually conducted, the project participants should devise means of gathering information from community members in the ways which people can provide it. Preliminary groundwork with students and other people should provide suggestions about the possible means of communication which are most likely to be effective with certain people.

Undoubtedly it will be difficult to design a home visit format, plan for telephone interviews and community meetings in addition to a questionnaire. The problems of coding and analysis of information obtained are obvious. However, if the project participants are concerned with the validity of the information gathered upon which policy is to be based, trade-offs between a messy method of multiple information gathering techniques which may yield high validity must be weighed against a low response rate to a neat mail questionnaire which may provide information from a narrow spectrum of the community.

When the purpose of the needs assessment is to gather information from representatives of various role-groups concerned with setting school and project policy, then considerable thought and effort must go into the process of gathering valid information from a genuinely representative group of people. Former methods of mailing out a hastily organized survey may not be appropriate with all school communities, particularly those of junior and senior high schools, which have had little close contact with the school and serve populations which are not used to responding to formal, written communication.

Engaging in the steps outlined in this article will, hopefully, result in the increased professional development of all concerned with the special project—the school faculty and administration, students, special project staff and the school community. In addition, if steps are taken to routinize the needs assessment information-gathering process using the techniques necessary to ferret out information from formerly reluctant community representatives, the school may

develop closer ties with its community. Hopefully, the contact developed in the process will outlive the duration of the special project which first initiated the process.

Experience in a two-year Teacher Corps project whose needs assessment was not conducted until the second year has led to a consideration of the problems presented here. Our genuine efforts to engage in joint planning for the community needs assessment, to determine families' language preference, to assure respondents' anonymity, provision of postage-paid return envelopes, follow-up letters home and a reminder in the school newsletter, yielded only 18.5 percent response. If we had it to do over again, we would expend effort differently. Rather than taking all of the above-mentioned precautions and issuing a mail questionnaire, we would:

1. identify important school, project, and community people;
2. meet with these people to determine the context of the project;
3. articulate project goals, resources available to achieve goals, and the time line for expected accomplishment of stated goals;
4. determine what information is needed from community to set or accomplish goals;
5. decide how information from the community is to be used in the project;
6. investigate with students how to get key information from parents;
7. sample within preferred response mode (i.e., home visit, mail questionnaire, etc., rather than sampling by ethnicity, neighborhood, income, etc.);
8. design instruments and formats for each response mode;
9. train interviewers;
10. administer various information-gathering techniques; and
11. analyze responses and report results to project.

We cannot be sure that following these steps would have secured appreciably different results than we obtained by mailing out a questionnaire. However, in retrospect, we feel that if we had had the knowledge two years ago that we have now, we would follow our own advice. It is our hope that other project and nonproject schools desiring to conduct valid community needs assessments will follow our guidelines and obtain better results than if they had not. We hope that change in the usual methods of conceptualizing a community needs assessment and in the usual means of gathering and analyzing information will result in more valid needs assessments to be used for policy making. The ultimate goal is that school and/or project aims will be accomplished with greater facility, to a greater depth of understanding and with increased learning on the part of all concerned when policy is based on valid information obtained from representatives of all concerned role-groups.

CRITICISM — Yesterday and Today?

The children now love luxury; they show disrespect for their elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room, they contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize over their teachers.

When was it written? See answer p. 39.

Constituent Involvement — Inservice and Preservice

by James M. Kaatz

The need for community involvement in educational program design and evaluation seems blatantly obvious. It may be for this reason that such input has been overlooked, or even avoided!!! The need is based on an assumption—those persons to be affected by a decision have some interest in structuring that decision and may have some expertise which might contribute to the decision-making process.

Unlike many other aspects of academia, no ready-made mechanisms exist for obtaining this input from to-be-affected constituents. Success stories associated with such involvement are sought out and scrutinized for possible clues to generalizable application.

Two categories of experience involving the Department of Elementary Education at San Diego State University are described here. The first deals with preservice programs and their on-going monitoring and refinement; the second with the design of inservice programs leading to a master's degree in education.

Preservice Model

At SDSU the Multiple Subjects Credential program for preservice teacher education is "packaged" into blocks in which 35 students enroll together for a sequence of methods courses and student teaching. A team of faculty share responsibility for course work instruction and supervision of student teaching. In some cases the block of students will continue intact through the complete program which might involve two, three or four semesters. In others, the block composition changes from one semester to another. Typically, 13 to 15 of these blocks are offered each semester.

These blocks provide a natural vehicle for program critique and comment by the student constituents. Since 1973 the department has formalized student involvement from these blocks through the Student Advisory Council (SAC). Each block selects one or more representatives to speak on behalf of that block's interests and program perspectives. Late afternoon meetings are scheduled four or five times each semester at hours which do not conflict with course work or student teaching.

Selection for membership on SAC is considered an expression of colleague trust and confidence and thereby has status. SAC representatives take their responsibilities seriously. They actively solicit comments from their fellow students in their respective block programs. Often block input sessions are arranged as extensions of regular university class meeting times.

The coordinator of the department chairs the SAC meetings, develops the agenda with SAC input, prepares the meeting "notes," and distributes these notes to faculty-block team leaders and to the SAC representatives. All proposals for program modification are reviewed by this council. Ideas for program improvements initiated by SAC have been adopted within the department credential program. Other innovations which were reviewed and critiqued by SAC have been incorporated into the program design with endorsement by this group. Some aspects of the programs have been deleted based largely upon SAC input.

A similar representative council, the Supervising Teacher Advisory Council (STAC), is made up of master teachers, one representing each of the 13 to 15 credential program blocks. These representatives from another constituency are selected by the faculty team leader for the respective block. The group meets three times each semester and is chaired by either the Director of Student Teaching or the Department Coordinator. STAC has had significant input in those areas of the program associated with student teaching. As an example, the department has recently adopted a *Responsibility Checklist for Master Teachers, Supervisors and Student Teachers*—an idea initiated by this council. Meeting notes are again distributed to faculty team leaders as well as the STAC participants.

Both SAC and STAC afford the department an excellent sounding board of ideas as well as an initiating point for interests generated by these constituencies.

Inservice Model

No comparable model has been developed by the department at the inservice level. However, the inservice constituencies have been called upon to provide direct input for grassroots designing of master's degree programs tailored to specific group needs.

In the spring of 1977 representatives from the San Diego Teachers' Association initiated plans with the Department of Elementary Education for designing a

"teacher leadership" master's program to be delivered at the SDTA headquarters. That program which will complete its first cycle this summer, has responded directly to the expressed needs and interests of 25 San Diego teachers who wanted to develop advanced skills which would make *them* effective agents for change in education. Faculty were selected for the delivery of this program because of their ability to focus on the stated interests of the group.

Another group of 25 will begin a constituency-designed MA program in the Lakeside School District during the fall semester, 1979. This program will run concurrently with the second cycle of the SDTA program. Like SDTA, this program, responding to constituency needs, will be delivered in the locale of the interested group, reflect the identified needs of the group and be scheduled at times convenient to a full-time teacher's busy life.

In the SDTA and Lakeside programs, the department coordinator served as liaison link and program facilitator. This has allowed for careful selection of course work which would respond to constituency needs and assignment of faculty who have expressed interest and commitment to such programs.

Interest in such constituency-designed, site-delivered programs is growing. Three others are currently in the developmental stages involving an active idea exchange between university and public school faculty. That exchange of ideas, of interests, of needs, has proven most beneficial in linking departmental resources for delivering tailored, advanced degree programs. Each has proven the obvious benefit of community involvement in meaningful and relevant teacher education.

A WAVE OF VULGAR SUGGESTIVE MUSIC — Yesterday and Today?

A wave of vulgar, of filthy and suggestive music has inundated the land. Nothing but _____ prevails and to top all this degeneration the _____, with its obscene posturings, its lewd gestures and debasing influences, has literally dominated the public. No seaside resort this summer has been without its _____ orchestra, its weekly _____

Worse yet, the fashionable idle folk of Newport and Bar Harbor, or Narragansett Pier and elsewhere, have been the chief offenders. Society has decreed that _____ and _____ are the thing, and one reads with amazement and disgust of historical and aristocratic names joining in this sex dance, for the _____ is but an African "danse du ventre," a milder edition of African orgies, and the music is degenerate music.

_____ rhythm is nothing new, but its present usage and marriage to words of veiled lasciviousness should banish it from polite society.

Can you fill in the blanks? When was it written? See answer p. 39.

Parents and Children Learning Together

by Jerry Perry

Research, proving that the best years of a child's learning occur before the age of six, has made the education of preschoolers a national concern. Evidence seems clear that young children from low income families often do not find great success in school. As parents have traditionally assumed the responsibility for the education of their young children from birth to age five, a need for parent programs seems evident. Parents are busy people whose time must be used wisely and in a manner which is meaningful in their lives and the lives of their children.

The California State University, Fullerton/Mt. View District (El Monte, California) Teacher Corps Project has attempted to meet these very real needs through the development of a Parent Center and Home Start Program. Each of these will be discussed in detail.

The Parent Center was developed to provide an educational opportunity for parents who, as a rule, do not participate in parent education programs due to the rigid structure of such programs in both content and time. The facility, located in a local county center, was organized to provide experiences which contribute to:

- development of self-worth as an individual;
- development of self-worth as a parent who must function in a mobile society;
- development of functional skills to operate more efficiently in an urban community;
- development of skills relating to group dynamics;
- building readiness skills in children who might otherwise not be successful in the school environment.

The facility was also developed to provide an environment which allows children to see their parents in a different and effective role and encourages the following:

- social interaction for the development of a sense of community and feeling of acceptance;
- development of a level of functioning which is prerequisite for formal educational programs;
- participation in activities to develop initiative and pride of accomplishment;
- contribution to children's needs and enhancement of one's own child care skills.

Currently, the Center serves 12 to 15 parents and their young children. It is a place where adults can feel safe and set aside, for a little while, the responsibilities of home. It is also a place to learn new skills, to share joys and troubles with others and to feel a sense of accomplishment. Trained bilingual assistants are always ready to lend a helping hand with a task and to listen to parents without encouraging a dependency relationship. Parents have the following statements to make regarding the Center:

> I learn a lot of things at the Center that I cannot learn at home. I learn to sew and do other things I can use at home. My little girl is also learning and now she is able to share and play with other children.

> The Center is a place where I can share and participate with other parents. It is also a place where we talk about experiences.

The parents and children are involved in a variety of activities during the three mornings a week that they attend the Center. Two mornings are spent in activities such as rug making, knitting, quilting, decoupage, and sewing clothing for the family. During these two days parents also make items for the school such as hand puppets, stocking balls, tin can stilts, homework backpacks and bean bags. One morning is devoted to participation in a child development class. The instructor is a professional psychologist who has an extensive background in early childhood. Sessions are devoted to discussions about child growth and development, understanding and coping with children's behavior, and

I'm learning too!

the handling of family problems. Children are observed at play and activities are planned for the participation of both mother and child. Parents learn to contribute to the children's needs and to enhance their own child care skills.

Parents may also choose whether to participate in an activity, observe others working, assist in a lesson with children, socialize or simply enjoy doing nothing (a chance they rarely have). In the Center they feel free enough not to participate. At the close of each day's activities there is a group meeting to share satisfactions or frustrations and to evaluate the events of the day.

Young children who attend the Center with their mothers are cared for by trained bilingual assistants. Time is allotted for playing with, or beside, other children as well as for structured group activities. These young children are within constant sight and reach of their mothers. Group activities are planned which are appropriate for the developmental level of the children involved. Most activities involve skills that are prerequisites for success in public school. Educational objectives are the basis for each activity. Children learn to share with others, take direction from an adult other than a parent and experience how a group develops and operates under a set of rules. Activities allow for the development of basic concepts in both Spanish and English, enhancing sensory/motor skills and social skills. Time for art and music is provided and mothers are encouraged to participate. Learning continues at snack time. Mothers serve, eat beside their child, and then they share together in the clean-up process. Children learn to operate independently while mothers are helped to accept the fact that being independent is a necessary skill.

The Center has now been in operation for one year. It serves a group of parents and children who have developed many new skills. They learn together in a place that is comfortable and safe for them. It is readily apparent that feelings of goodwill and trust have developed.

The Home Start Program was designed to prepare young children for a formal school experience and to help parents:

- become familiar with readiness activities that prepare children to succeed in a program of formal instruction;
- understand that successful learning experiences influence the social-emotional development of a young child;
- develop awareness that intellectual development is a personal undertaking in a social and physical environment in which a child actively participates;
- develop an awareness of language as a necessary tool.

Being a home visitor is very nice . . . but tiring

To accomplish these objectives it was necessary to train visitors to teach lessons in the home. The four student interns and four mothers were given intensive training by a professional psychologist with an extensive background in early childhood. The importance of displaying enthusiasm and pleasure, when working with young children, was stressed. Patience, a positive attitude, and the giving of encouragement were discussed as being important ingredients in any lesson.

At the onset of the program an intern and a mother worked together as a visiting team. Initially, 12 families were visited. As the program gained acclaim and as the visitors developed feelings of inner security and experienced success, more families were recruited. Interns and mothers began to make visits separately. The program is currently serving 41 families. The young children and their mothers anxiously await the "teacher's" arrival and are always on hand to extend a hearty welcome.

Home visits are conducted one day each week and the lesson is structured to last one hour. Parents are encouraged to observe as the "teacher" and child work together. Lessons are constructed to stress basic concepts and skills. Receptive and expressive language skills are developed in the child's native language. Other basic skills which are useful in life but particularly helpful to a successful kindergarten experience are also taught. These children will indeed have a 'head start' on kindergarten.

The Fullerton/Mt. View Project staff has a deep sense of dedication to these two vitally important programs. A great deal of effort on the part of each staff member, but particularly on the part of the Community Coordinator and the Bilingual Assistant, has contributed to the great success of the Parent Center and Home Start Program. The staff believes that with these two programs they have found a meaningful and exciting answer to the dilemma of parent education.

Giving Counseling Away: Parents as Guidance Assistants

by Rita Stonefoot

What the Research Says.

Research in the area of lay counseling and therapy makes two compelling points:

1. Significant and desired change in individuals can be effected by lay persons, whether trained or not, so long as the lay counselor has some natural therapeutic talent and possesses such qualities as empathy and warmth; and
2. Lay people who possess these talents and qualities can be trained in therapeutic techniques and counseling skills.

Why give counseling away? Because

> by teaching counseling skills to teachers, parents, students, paraprofessionals, and community lay people, the greatest number of people can be served with the greatest effectiveness (Pine, 1974).

Involvement of a few trained parents as paraprofessional Guidance Assistants has worked out very well for many students and teachers at Portsmouth Junior High School in Portsmouth, New Hampshire.

Needs-Based Training Offered

The Community Component of the University of New Hampshire/Portsmouth Teacher Corps Project (Cycle XII) offered training in Counseling and Communication Skills to parents of site school students in response to the interest reflected in the community needs assessment. The six-week course was taught by Dr. Dwight Webb of the UNH Department of Education. Dr. Webb, a counselor educator and practicing counselor-therapist, focused the training on these areas:

- Avoiding the Pitfalls of Conflict
- How to Listen So Kids Don't Stop Talking About Feelings
- How to Confront Without Threat
- The Encouragement Process: Building on Strengths
- Effective Contracting for Behavior Change
- The No-Lose Method of Problem Solving

The course took place in six two-hour segments, one class per week, in a classroom at the site school. Much of Dr. Webb's design is based on the theories and models of Carl Rogers, Rudolf Dreikurs, and Thomas Gordon.

When the first course began in early March 1978, 22 parents had enrolled. Most were women who were not employed outside the home; others were men and women who had made arrangements at their places of work in order to be able to attend. There was one couple. A few participants were black. All said that they were interested because they wanted to understand their own children and the psychology of adolescence better. Also, all participants were offered a nominal "training stipend" as an incentive for attendance (they received it only for those sessions attended, and only if they missed fewer than two) and to offset any child care or transportation costs.

Midway through the course, it was decided to continue the training beyond the six weeks through an internship program. Persons selected as interns would continue to meet as a group for weekly supervision with Dr. Webb while working one-on-one or in small groups with students who needed help.

Intern Selection

Interns were self-selected and each individual was interviewed by Dr. Webb. Course participants who were interested in applying for the internship were asked to consider themselves in terms of these questions:

- Have I done a pretty good job of raising my own kids? or
  Do I have good rapport with relatives' or neighbors' kids?
- Do I genuinely like and respect adolescents?
- Do I have a sincere interest in helping kids to learn and grow?

Seven people "passed" the self-selection process and were subsequently interviewed along similar dimensions but in more depth by Dr. Webb for final screening before selection.

Teacher Involvement

Teachers were approached *via* memo; any who were interested in the program were invited to attend an orientation meeting in the school library. As it happened,

seven teachers attended the initial meeting and voiced an interest in having a Counselor Assistant work with them on a trial basis. Dr. Webb was enthusiastic about all seven self-selected course participants, so we simply had teachers and interns talk about themselves, their interests, needs, and skills; thus, they paired off with minimal intervention on our part.

Through the process of attrition from June to September, four Counselor Assistants and a few teachers were lost from the program. At the beginning of the school year (September 1978), the Assistants were reintroduced to the entire staff and had each of them begin by working closely with one of the three professional guidance counselors. The school nurse and two or three academic area teachers were also closely involved and enthusiastic about the program.

As the year wore on, one success after another accrued to the credit of the Guidance Assistants, and more and more teachers asked for their help. Whereas at the beginning of the school year only two or three teachers were using the services of the Assistants, by the end of February over 30 had requested their help—more than half of the professional staff.

Teacher Anxiety

Many teachers were initially either indifferent to the program or hostile to the idea of paraprofessionals working in the school. The hostility seemed to stem from a fear that the system would replace teachers with paraprofessionals; thus, the Guidance Assistants were seen by some as "out to get our jobs." In fact, teachers had cause for concern, or at least a reason to be sensitive in this regard because, in recent years, a number of professional positions had been eliminated and replaced with nonprofessional or paraprofessional ones.

No amount of verbal assurances that the Guidance Assistants did not want the teachers' jobs convinced the teachers who were most suspicious and hostile. What *has* served to convince teachers is the actual behavior of the Assistants. They have:

- followed protocol in their methods of contacting individual students and teachers by going through their guidance counselor-supervisors until the necessary relationships have become firmly established;
- kept strictly to an ethical code regarding confidentiality and the rights of any student, parent, teacher, or administrator involved in a given situation, even when their own sensibilities have been violated by adult behavior they've observed;
- behaved toward teachers with deference and respect at all times. If a student were to complain about Mr. X or Mrs. Y, the Guidance Assistant's response would be that it's okay to have the feelings, to express and examine them; the feelings and the problem are between the student and Mrs. Y; what is the student's part in the problem; how does the student suppose Mrs. Y feels; what does the student need; how can I help, and so on. In other words, the focus is kept on the student and on the belief that the only person one can change is oneself;
- never commented on teacher behavior outside their own circle;
- addressed teachers as Mr. X and Mrs. Y unless invited to use first names;
- never challenged the teacher's wisdom or authority in managing a class, but have been ready to suggest alternatives, if asked;
- followed the Golden Rule, basically, in treating others as they would wish to be treated, with courtesy, warmth, and respect.

This behavior, in combination with the almost magical quality of their successes with students, has convinced many teachers that they could trust one of the Assistants to help out. At this point, Mrs. G, Mrs. O and Mrs. T have more demands on their time and energy than they can deal with.

Successes: Two Cases

Besides meeting with small groups of students in a rap group* format, Guidance Assistants routinely intervene with individual students. These individuals are pointed out by a teacher, a guidance counselor, or another staff member, or they approach one of the Assistants on their own initiative. Problems range from the profound to the relatively superficial; some problems demand ongoing attention over a period of months while others may need only one brief session in order to be cleared up.

Space permits a brief description of two typical involvements with students on the part of the Guidance Assistants. (Names have been changed.)

ALAN

> After her first marriage broke up, four years ago when Alan was ten, Alan's mother had placed her four children with different foster homes because she couldn't manage her home right then. Since remarrying, she has sought to bring the family back together but there are still problems. Alan, who is the oldest and is now 14, was described by his teachers

*Rap groups meet on an ongoing basis under the direct supervision of a professional counselor. Some students are routed there by the guidance counselor; others are self-selected with the permission of the counselor.

as "irresponsible" and "anti-social." However, his sense of responsibility was demonstrated to Mrs. T by the fact that when he found his mother after her last suicide attempt, he called an ambulance for her and then cleaned up the bathroom so that his six-year-old sister would not be confronted with it when she came home from school. (His mother survived and is back home.) When Mrs. T began working with him in school, he was fighting frequently with other boys, acting out almost constantly in the classroom and had a reputation as class clown. He never handed in any work and had been suspended more than once. At the teacher's request, Mrs. T began working with him outside the classroom in the library for one period a day. She has also intervened on his behalf with the assistant principal, with various teachers, with his mother, and with police juvenile officers. At this point in time, Alan has had no fights in school for seven months, is attending classes regularly, is handing in completed work assignments, and is shooting for A's or B's in all his classes. He is working on being able to talk better with his mother, and is discussing his plans for the future. Alan's teachers have remarked on the changes in his behavior, e.g., "He's quieter and more responsible." "He doesn't have to be the center of attention so much anymore." "He's more respectful."

MARCY

At the beginning of the school year 13-year-old Marcy seemed depressed, extremely self-conscious, and deeply withdrawn. She sat far in the back of the room in all her classes and refused to participate. She was never seen to smile or to initiate conversations with others, and only made eye contact when caught off guard. Other students tended to pick on her or to ignore her altogether. She especially disliked gym class and did her best to avoid it. As the year wore on, her grades dropped lower and lower. Finally, Mrs. G was asked by the school nurse, who saw Marcy nearly every gym period, to try to establish contact with the girl. In discussing her feelings with Mrs. G, Marcy admitted to feeling clumsy and self-conscious in gym because she "couldn't hit the birdie" (they were into badminton). Mrs. G confessed that she never had been able to either, and suggested that the two of them practice with each other at the beginning of the day when Marcy had a free period. Marcy agreed, having come to trust Mrs. G enough at this point to risk her clumsiness and ineptness with her. For ten days or so, Mrs. G and Marcy tried to hit the birdie back and forth across the net. Each could serve, but neither managed a return. In the process, there was much clowning around, falling down, shrieking of laughter, and falling all over each other. Finally, Marcy hit the birdie back over the net in answer to one of Mrs. G's serves. Since that day, her game has improved (so has Mrs. G's). Now she helps others who have joined their "class" to play better. Marcy also has begun to sit at the front of the room in some of her academic classes, as near the teacher as possible, and to contribute on occasion. She is participating unselfconsciously in her "real" gym class, and occasionally is included in the socializing of her peer group. When I last saw her, Marcy boldly initiated a conversation with Mrs. G, asked for what she wanted, and walked away with her head held high, her eyes clear, her carriage erect—a person with places to go.

Who Gets the Credit?

Because the Guidance Assistants focus on each student in terms of his/her place within the context of various systems, their interventions are holistic as well as unique to the needs of each individual. Therefore, it is often difficult to claim that improvements in a student's behavior are due to a Guidance Assistant's intervention. Ira Gordon's "Community Impact Model" describes the student as existing within various systems (see Model 1). Mrs. T's intervention with Alan, for example, included contact with his family, his school and with the juvenile authorities. As individuals in each of these systems became involved in a nontraditional, preventive mode, Alan's behavior improved and his self-esteem increased. Still, when the students themselves are asked why they like school and/or themselves better, or why their grades or attendance have improved, they usually credit Mrs. T, Mrs. G or Mrs. O. Some student testimonies:

"Since Mrs. G started playing with me I started to like gym better. I like to help serve breakfast now, too."

"I know what to do now when some guy wants to fight me and I don't want to. I find Mrs. T."

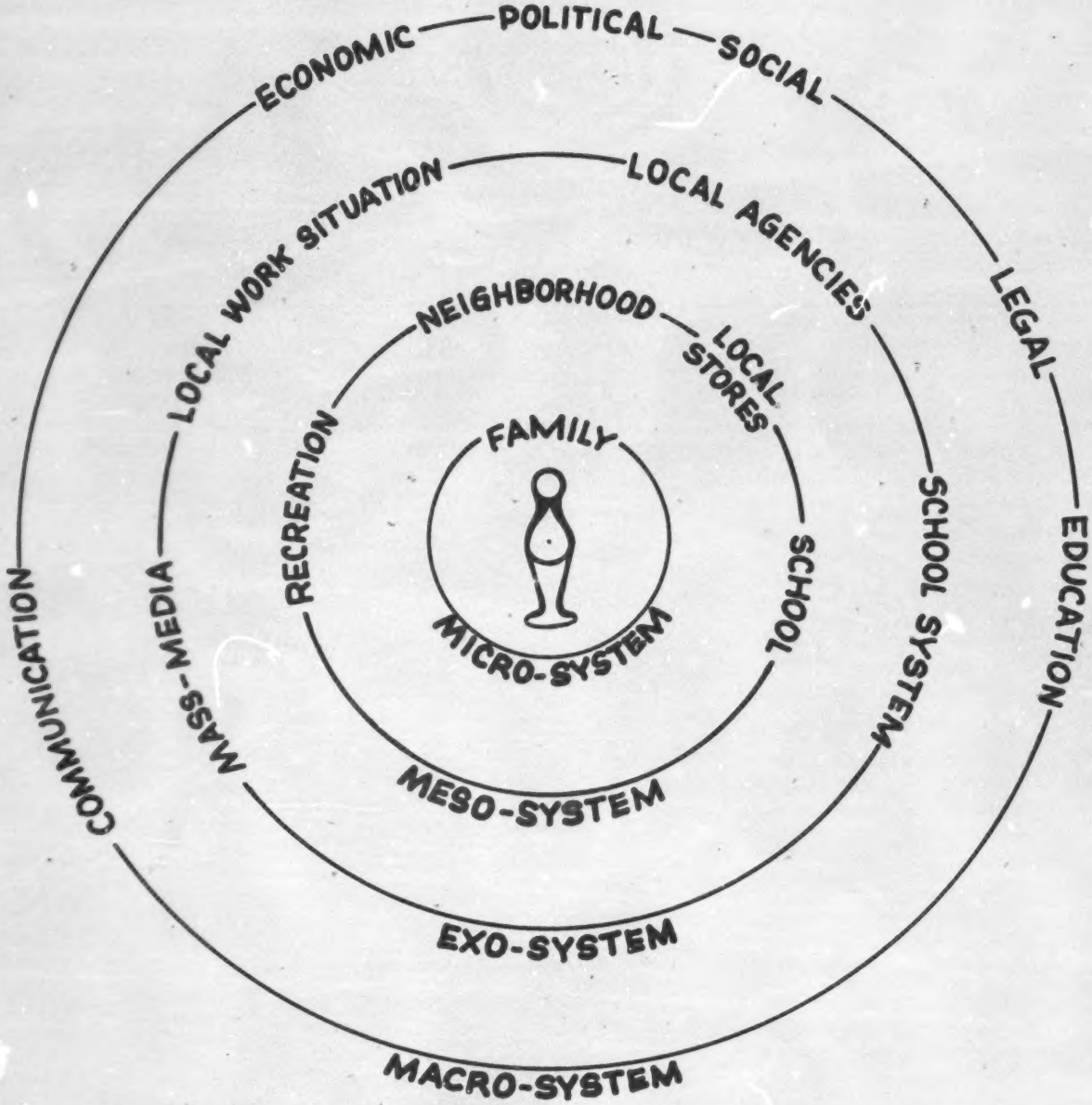
"Mrs. O helps me finish my homework."

"Mrs. T made me find out that I can express myself through drawing a picture. Then I can use words to write about the picture and my English teacher likes that."

The teachers and students who are involved with them tend to credit the Guidance Assistants with their successes. I believe that each plays at least a catalytic role in the improvements in students' behavior, social relationships and self-esteem.

Prospects for Institutionalization

The major prohibition to institutionalization of the Parents-as-Guidance Assistants Program is its cost. While the training course in Counseling and Communication Skills might be offered free or at minimal cost to parents by a guidance counselor at the site school, the cost for paying one Guidance Assistant to work 20 hours a week for 35 weeks at $3.00 an hour would be $2100. Volunteerism is not considered a viable



MODEL 1

ADAPTED FROM IRA GORDON'S "COMMUNITY IMPACT MODEL"

alternative at this location for a variety of reasons (Webb, 1973). Currently, alternative sources of funding are being sought to take up the slack following the departure of the Teacher Corps project. Certainly all those who have been involved in the program—from teachers, parents, administrators, guidance counselors and juvenile authorities to the students and Guidance Assistants themselves—have positive attitudes toward the program. Their feelings range from lukewarm acceptance to near-evangelistic enthusiasm, with most clustering toward the warmer end of the continuum.

The fact that police department officials, as well as school authorities, are enthusiastic about the program is encouraging, but it is still too early to predict either positively or negatively for institutionalization. At the very least, we can claim with some confidence that the cost for the program is the only major deterrent to its being institutionalized.

Conclusion

The research offers compelling evidence that training lay people in therapeutic techniques and counseling skills and then employing them as change agents for individuals is effective and worthwhile. This is borne out by the experience of the teachers, students and parents at Portsmouth Junior High who have been involved with the Parents-as-Guidance Assistants Program.

REFERENCES

Gordon, Ira. "Rebuilding the Home-School Relationship," keynote address at the Midwest Teacher Corps Network Conference, East Lansing, October 10, 1977.

Pine, Gerald. "Let's Give Away School Counseling," *The School Counselor*, November 1974. Pine's article cites the relevant studies since 1960.

Webb, Dwight. "Concerns Regarding Volunteers," *all kinds of weather friend*, 1973. Available from American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009.

WHAT IN THE WORLD ARE WE COMING TO — Yesterday and Today?

Children no longer obey their parents; students neglect their studies and are disrespectful of their teachers; the younger generation is absolutely impossible; shopkeepers sell shoddy goods; employees do not follow instructions; colleagues are not to be trusted; government officials promise one thing but do another; the women are flighty and heedless of their husbands — in short the world is going to the dogs!

When was it written?

See answer p. 39.

Practical Aspects of a Community Council in the Process of Becoming a Change Agent

by Claire Nussbaum and Leo J. Juarez

One critical issue which must be delineated if a Community Council is to become a successful component of a Teacher Corps program is what role the Council will assume in a given project. One role a Council may elect to fill is that of change agent. The purpose of this article is to demonstrate some practical aspects of the Community Council (CC) in the process of becoming a change agent as developed by the Community Council of the Texas Tech University/Lubbock Independent School District Teacher Corps project located in Lubbock, Texas. Because Teacher Corps Community Councils are elected entities, Council members are often employed in business or in personal endeavors such as rearing a family which limit the amount of time and resources they can devote to Council tasks. Legislation has anticipated this eventuality by provision of an independent budget for the Council and appointment of a Teacher Corps staff member, the Local Community Coordinator/Consultant (LCCC), to aid Council endeavors. Since the LCCC often acts in behalf of the Council, some examples of LCCC activities are included as illustrations of the Council in the developing change agent role.

In the role of change agent, the Council may provide assistance to an educational system which has expressed a desire to change.[1] The components of Program '78 Teacher Corps projects (which are an Institution of Higher Education—IHE, a Local Education Agency—LEA, and a community component—the Community Council) have expressed a desire to change by applying for a Teacher Corps grant. The degree of change desired varies with each component. Variance in degree and direction of change desired by the various components within a project is one of the variables which enhances the probability of change. However, it may simultaneously create one of the tensions which has the potential power of blocking systemic change. Paradoxically, the very dynamic which creates the possibility of change, like a two-edged sword, has the potential for extinguishing that same probability. The Council or LCCC as a change agent acts as a therapist who works in various client systems to break down patterns of behavior which block change. The client systems with which the Council works may be the IHE, the LEA, the Council itself, or the community represented by the Council. In providing assistance to any of these systems as a change agent, the Council may assume a number of roles. During the planning year of the project, the Council is in the process of being trained, but during this process change agent roles in which a Council may still function are the *analyst*, the *advisor*, the *advocate* and the *innovator*.[2,3]

The *analyst* change agent role, perhaps, is the most central and enduring role which the Council may utilize, as this role involves surveying the client's situation, identifying problems within the client system and bringing the client to an awareness of these problems. The role requires development of a sound knowledge base of the client systems involved and rapport with the client and the system in which the client must operate. When the Council in the local project assumed the analyst role with itself as the client system, definition of the role of the Council became a central issue. The Council began to perceive itself as a change agent and the assumption of this role led to role strain within the group.

Role strain, the stress which an individual or group experiences when assuming a new or unfamiliar role, was a natural product of the Council's attempts to define and analyze its own *raison d'etre*. Role strain is reduced gradually as an individual better understands his/her participatory role. Since fear of the unknown creates ambiguity in a participant's role, knowledge of the specific details of a role tends to decrease anxiety. The project director and LCCC provided orientation for Council members as they began to assume the analyst role.

Council members gained a knowledge of the meaning of a Community Council in a pattern similar to that of an outward and upward spiral; that is, at first they only understood the main idea of a Community Council, but as their knowledge increased the next ring of the spiral was at a higher level of knowledge as well as being broader in scope. Potential Council members, during the

candidate stage prior to the Council election, tended to see the Council as a PTA-type organization. But gradually they began to see the Council as a component of the decision-making process for the entire organization. Knowledge of the Council members' functions and of Teacher Corps does not occur immediately or automatically. The information must be presented and processed through discussion and interaction on numerous occasions in various formats. A comprehension of the goals of Teacher Corps is as necessary as a knowledge of the functions of the Council for the group to become effective. Orientation to the roles of the other Teacher Corps participants is equally important.

The spiral analogy breaks down, however, in at least one dimension. The Council does gradually gain a broader and deeper understanding of its role, but this process of comprehension does not occur at an even rate. Not only do individual Council members differ in their learning rates, but the group as a whole undergoes an uneven rate of growth. For example, usually Council members overestimate a particular aspect of their role when they first encounter it. With the help of the staff, or in the process of interacting with other components, the first overestimation is usually revised. Then, for a short time, the group tends to underestimate its impact in a given area. Finally, the Council finds a midpoint which is practical and effective. At this stage, the group achieves parity on a particular issue; that is, the Council takes neither too much nor too little part in an action but does take appropriate steps equal to that of other participants in the project.

The process of aiding the Council in discovering its role began prior to the election of the group. General ideas such as "What is Teacher Corps?" and "What is a Community Council?" were addressed before neighborhood groups and in the local media. Individual candidates were counseled about the project in home visitation. Prior to the election all candidates attended an orientation session which included a slide/tape presentation, a guide to the *Federal Register*, a copy of the local proposal, and other literature about Teacher Corps projects and Community Councils. After the election Council members had a second, even more detailed, introduction to their roles. In addition to familiarizing individual Council members with their roles, other participants in the project, such as professors from the IHE and personnel from the LEA were also oriented to the functions of the Council.

One critical issue the Council faced during the initial phase of the analyst role was acceptance of the change agent role by both the Council itself and the other project components. A key issue during this period was, and still is, the realization that change need not be revolutionary nor evolutionary; that is, change need not be radical and sudden nor need it take several eons to occur, as does biological evolution. Once the Council and other components of the project begin to realize that gradual change is valid, rapport and trust among components, which are essential to the program, begin to develop.

Establishing a knowledge base about the nature and function of Teacher Corps projects was only part of the process the Council needed to utilize the analyst role. A second vital skill necessary to this role is knowledge of referent groups; that is, the Council members had to quickly become acquainted with one another, as well as with the individuals representing other project components.

A rapid method used to acquaint Council members with one another during the initial stages of the project involved a 45-minute group activity utilized when the group met together the first time after the Council's election. Each Council member divided an index card into four quadrants. In quadrant one, the CC member completed four statements that were self-descriptive, such as "I am _____ (happy, enthusiastic, etc.)." In quadrant two, members listed three high points of their lives during the last year, during their teen years and during elementary school. In quadrant three, they completed three statements: (1) Parents are _____; (2) Teachers are _____; and (3) Students are _____. In quadrant four, "I believe" statements were completed, such as (1) Work should _____; (2) Education should _____; and, (3) The LEA should _____. The group was then divided into small groups and given approximately seven minutes for each person in the group to share the first quadrant. Groups were then mixed again and each person shared the second quadrant, and so on until each quadrant had been discussed. The groups were mixed so that each individual had met every other member of the entire group present by the end of the process.

To familiarize CC members with participants of other Teacher Corps components, Council members were urged to attend other components' meetings and representatives from the LEA and IHE were present at every Council meeting. In this way CC members soon established both internal and external group referents. Simultaneously, the other Teacher Corps components began to recognize the Council as an effective group. This process is, perhaps, as important to the Council as their own knowledge of other groups, since a change agent is more effective if the systems it deals with recognize it as a legitimate group.

In summary, during the initial phases of Council development, using itself as client, CC members began their familiarization with the analyst change role. CC

members first had to become well acquainted with one another through specific group process activities. Knowledge of the possibilities and limitations of Council action had to be explored through broad exposure to the *Federal Register*, the local project proposal, interaction with IHE and LEA personnel, literature explaining the functions and policies of Teacher Corps and familiarization with the Community Council. The group also had to become familiar with the structure and policies of the IHE, LEA and the key individuals in each of these organizations. The CC, in a sense, had to define its own reason for existence, form its own governance policies and establish its own operational format while analyzing its progress during these processes.

The role of *advisor* is assumed when the change agent's primary duty to the client is to provide insight into a range of alternative problem solutions and their consequences. The decision-making responsibility of the client in this advisor-client relationship is crucial. The advisor role is neutral in the presentation of alternatives and the choice must be solely the client's responsibility.

A local example of the Community Council in the advisor role occurred when the IHE and LEA began to make plans for the community education programs that would be developed during Year Two of the project. Prior to development of such programs a Community Needs Survey was initiated. Since the results of a survey depend heavily on what questions are asked, the IHE and LEA used the Council as an advisor in determining what questions were appropriate for the survey. Using Delbecq and Van de Ven's Program Planning Model (PPM), the Council generated 58 areas of community educational concern.[1] Many of these areas appear on the final Community Needs Survey, but the IHE (which in this case had the primary responsibility for conducting the survey) exercised the responsibility of deciding which of the 58 issues would appear in the final document.

Advocate roles require that the client indicate a desire and expectation that the decision-making responsibility for resolving client problems be shared with the change agent. In this capacity the change agent is required to recommend from a number of alternatives and their consequences one particular solution. Success in this role is determined by the client's willingness to accept advocacy, by the accuracy of the change agent's understanding of the client system, and by his/her understanding of the client's values.

The LCCC acted in the advocate role during the months preceding the election of the local Community Council. The Temporary Policy Board, composed of a temporary community representative, the Dean of the College of Education of the IHE, and the superintendent of the LEA, had to approve plans for the election of the Community Council. The LCCC prepared a detailed report of all possible types of election processes and the ramifications of each type of procedure for the local planning group. The planning group debated the various issues and the LCCC refined the election possibilities. The Policy Board decided which procedures would be used in the final election plan, but the LCCC had the responsibility of carrying out the plan.

The role of *innovator* is assumed when the change agent's main responsibility to the client is to create an innovation which will satisfy a specific need. This somewhat complex role may be filled through several activities, each of which constitutes a subordinate role such as *systems linkage, organizational innovation* and *technical innovation. Systems linkage* refers to change agent activities which bring clients into contact with knowledge systems other than his/her own which may provide solutions to client problems. Local community resources such as churches, non-school organizations and non-school related individuals can be put in touch with the client to resolve client problems. Systems linkage broadens a client's knowledge base, decreases the client's dependency upon the change agent in problem solving and can save duplication of effort by Council members or the LCCC. Council members serve as voting members of the task forces formed at each project school in the local Teacher Corps project. In this way Council members can link community resources to problems teachers face in project schools. For example, if teachers need tutors for students, the Council member can provide suggestions of community individuals or groups who might be willing to receive training and serve in this capacity. Systems linkage may provide an appropriate community agency to resolve a problem, or, perhaps, an existing agency may be modified to accept a new or expanded set of responsibilities.

Organizational innovation refers to the process of helping clients change existing institutional behavior patterns through the development of programs, offices or projects which meet client needs. Often new organizations do not have to be created. For example, the Community Council wrote a proposal to a local community agency in order to finance the hiring of individuals to participate in administration of the Community Needs Survey. The local agency already had the manpower available. The Council served as an innovator in utilizing in a new manner resources already in existence. Local individuals were gainfully employed while the purposes of the project were also served.

Technical innovation refers to the application of a high level of skill from a specialized field to client problems. After the election of the Community Council, the LCCC prepared a detailed description of the process used during the election and orientation of the Council. Although this manual could not be used in exactly the

same manner in another community, its basic outline and principles could be followed to expedite the activities of future LCCCs in new projects initiating the election of a Community Council.

Kenneth E. Corey[1] suggests that the latent energy of an experience may be harnessed by seeking a fundamental underlying structure in the process of change. Explaining the development of an elected Community Council through the change agent model may not utilize all the energy released in this experience, but it does at least suggest a basis for further planning of training models for the Community Council in Year Two of the Program '78 Teacher Corps projects.

REFERENCES

[1] Bennis, W.G., K.D. Benne, R. Chin and K.E. Corey (Eds.). *The Planning of Change* (3rd ed.). New York: Holt, Rinehart & Winston, 1976.

[2] Gallagher, A., Jr., and F. Santopolo. "Perspectives on Change Agent Roles," *Journal of Cooperative Extension*, Winter 1967, pp. 223-229.

[3] Juarez, L.J. "The Technical Advisor as a Cross-Cultural Change Agent," *Program on Educational Change*, Occasional Paper No. 7, Lexington, Ky.: University of Kentucky, 1968.

[4] Juarez, L.J. "Some Applications of Role Strain Theory to School Behavior," *Texas Tech Journal of Education*, 1974, 1:2&3, 127-138.

THE PROTEST THAT GOT NOWHERE — Yesterday and Today?

There is one maneuver on the part of our ladies which we here, in the name of manhood, protest against, and that is the ingenious one of shifting their own burdens upon the backs of their husbands. Nineteen out of twenty of the once proud cavaliers of our queens of beauty are broken down into mere domestic drudges. They do four-fifths of the family duty — go to market, select the dinner, leave the orders at the grocer's, stop on their way downtown at the intelligence office, leave word for the sweeps, go at midnight after their wives to bring them home when they are sated with pleasure and dissipation abroad, keep house in the dog-days in town, while their fashionable spouses are conquesting at Newport or Saratoga, run after the doctor at all hours, and spend the better part of the winter nights in nursing the baby. If this is to continue, we might better transfer one of those painted, well-stuffed, and elegantly-dressed wax figures which revolve in Trufitt the barber's window, to our drawing-room, and dispense with an American wife.

When was it written?

See answer p. 39.

Building a Bridge Between Community and the Project Feeder System

by Iris Berke and Susan Roper

Community Council's Definition of Its Role Within the Project

The Community Council of the Stanford/San Jose Program '78 Teacher Corps Project was elected in October 1978. The elected Council members and the LCCC have considerable experience working with schools. They are all actively involved parents, and individual Council members have also served as instructional aides, community liaisons, volunteer tutors, substitute teachers, and members of school/community advisory groups.

Less than a month after the Council's formation, its members began to grapple with defining their role in the complex Project. From their vantage point as active participants in the schools, they see many problems. However, they do not see their role in the Project as adversaries of the schools. Their experience in the turmoil of the late 60's has led them to seek newer and more effective strategies for today's problems of working with their children's schools through the Teacher Corps Project.

Council members feel that their main purpose in the Project is to build a bridge between the Project feeder system and the community to promote responsible educational change. The entrance and exit points of the bridge were chosen very carefully. The Council feels that the Project can best help improve education by developing linkages between schools at different levels (elementary, junior high, senior high) and the residents of the attendance area. Parents are excellent resources for improving school articulation because they see their child's learning as a continual process, not divided into the arbitrary age groups of schools.

In its first month of existence, the Council members realized that they are a group of highly involved parents who may not be truly representative of the majority of the site school parents. In order to overcome this problem and establish contact with the larger community, the Council decided to undertake a community interviewing process.

Goals of the Community Interview Project

The interview project will help the Council define its bridging function. There are four main goals of the community interview project:

First, and most important, the results will help the Council decide what activities to support next year. The Council has already budgeted money for four workshops, one long-term training session, half time of the LEA Coordinator, and one day/week of the LCCC's time. However, before the Council decides on the substance of these activities and efforts of Project personnel, they wanted to have input from the larger community. Responses to the interviews will serve as the basis for the Project's community based education component. According to our Washington Project Monitor, Haroldie Spriggs, it is very unusual for a Community Council to provide impetus for that component.

Second, the interview project should provide information on which to begin a volunteer pool of parents to work in the schools. The Council will coordinate this pool with technical assistance from Project staff and interns.

Third, information gathered may be used as community input to school administrators about the qualities of a good teacher. This information may be used to help make staffing decisions for next year when schools are faced with the possibility of drastic staff reductions because of Proposition 13.

Fourth, the interviews will gather overall information about good aspects of the participating Teacher Corps schools and parent suggestions for improving their child's school. This information will be provided to the individual schools for use by administrators, faculty and parent groups.

The process of organizing and implementing the Community Interview Project has involved the Council with a broad array of both Project and non-Project people and has widened the Council's base of participation considerably. Within the Project, the LEA coordinator and LCCC have played major roles in organizing the Interview Project. The Project Director, Stanford Coordinator, school administrators, high school students, and Project Documentor have also been involved at various stages of the process. From outside the Project, Recruitment and Community Training Resource Center staff Chet Hill and

Dwight Bonds, as well as RCTRC consultants Paul Collins and Eva Schindler Raymond, have provided valuable assistance. Two students from the San Jose State University School of Social Work were recruited to help the Council select the random sample of 10 percent of parents in Project schools and conduct interviews. Students from the Stanford Evaluation Consortium will help with the analysis of information obtained. All of these contacts further involve the Council members with a broad base of Teacher Corps activities and support systems. This should help the Council perform its bridging function by increasing the range of support services and resources which the Council can rely on to help link up the community with classrooms.

Last, but not least in the process, is the increased contact with the larger community which the whole process was designed to bring about. Each Council member will conduct ten personal interviews with randomly selected parents (details of the process are described below). The interview information has not been systematically analyzed yet, but it is apparent from Council members' comments that the personal contact has been extremely valuable and has provided information which will influence the Council's future endeavors.

Stages in the Process of the Community Interview Project

The decision to undertake this activity was made very early in the Council's existence. However, actually getting to the point of doing the interviews has been a slow, but methodical and cumulative, process. Here, the stages in the process are briefly outlined. (For further information, call Susan Roper, LEA coordinator, at (408) 292-5924.)

Stage 1. LEA coordinator sought advice from RCTRC.

1. Chet Hill recommended Paul Collins (Hayward, CA) as trainer.
2. Paul Collins conducted two training sessions for Council members (Jan. 5 and Jan. 27, 1979).

Stage 2. Development of questionnaire through several revisions.

1. Input from Council, Project Director, LCCC, RCTRC consultant (Eva Schindler Raymond).
2. Pilot testing questionnaire on friends and neighbors of Council members.

Stage 3. Implementation of Community Interview Project (including recruiting of two San Jose State University students in School of Social Work for field placement).

1. Project design:
   a. Sampling — 10 percent parent sample of all four TC schools.
   b. Interviewing procedures.
      1) Geographic concentration of respondents.
      2) All interviewing done in pairs.
      3) San Jose High School students recruited and trained.
      4) Interviews conducted by Council members, San Jose State students, San Jose High School students, LCCC, and two specially recruited community members.
   c. Advance notice and publicity.
      1) Description of interview project and its purpose included in each school newsletter.
      2) Letter sent to each randomly-selected interviewee in advance.

2. The questionnaire.
   a. Introductory page explains purpose, asks which schools the respondent's children attend, and requests parents ideas of preferred teacher characteristics in their children's schools.
   b. Second page asks for volunteers for tutoring, attending meetings, making materials for classroom use, typing, doing office work, career presentations, homework help, etc.
   c. Third page asks what the Council might do to make it easier for volunteer to do what s(he) volunteered to do (e.g., learn how to work with small groups of children, arrange meetings with principals, teachers, etc.).
   d. Last page asks respondent to:
      1) List all the good things about the child(ren)'s school(s).
      2) List all the things at the child(ren)'s school(s) that need improvement.

Stage 4. Dissemination of findings and results.

1. Council chairperson and Council members to make presentations to each school faculty and administration.
2. A short written summary will be sent to each interviewee.
3. Additional written summaries will be made to aid the purposes for which the Interview Project was conducted. There are somewhat different audiences for each item on the questionnaire, and these may require different reports.
4. Wider dissemination if appropriate in TC publications, *The Networker*, perhaps an RCTRC report.

Conclusion

As has often happened in our experience of participating in Teacher Corps, the formal structure of the Project and federal goals provides an invaluable support system for accomplishing something that some of our parents, teachers and principals have wanted to do for a long time. Prior to the Teacher Corps Project, people usually have not had the additional resources and the institutional approval to go ahead and take action on that "fine idea." The process of organizing the Community Interview Project has already provided the Community Council members with a rich experience. The Council has initiated this activity, obtained additional support from a variety of sources (RCTRC, San Jose State University, Stanford Evaluation Consortium), established their role within the Project, and has begun the process of linking the larger community to the Project feeder system. All this has been accomplished before the end of the planning year. The results of the Community Interview Project will guide the substantive work of the already active Community Council for the duration of the Teacher Corps Project.

TEENAGERS — Yesterday and Today?

An angry father asked his teenage son, "Where did you go?" The boy, trying to sneak home late at night, answered, "Nowhere."

"Grow up," the father chided him. "Stop hanging around the public square, and wandering up and down the street. Go to school. Night and day you torture me. Night and day you waste your time having fun."

When was it written? See answer p. 39.

What Volunteers? Can They Be Found?

by G. Keith Dolan

One of the major educational innovations of the past two decades has been the seeking of parental help in the schools by interested school personnel. Part of these efforts has been stimulated by the requirements of a number of federal grants, but other schools and districts have also sought this help without governmental pushing. Despite this national interest about parents participating in the programs of the public schools, there are still those who resist the movement by echoing the standard refrain: "You just can't get them to volunteer!"

Admittedly it is not easy nor is it done without some planning and effort on the part of school people who are desirous of increasing parental participation. However, it can be done and *is* at many elementary and secondary schools across the nation.

There is at least one elementary school in Fontana, California, that attracts parent volunteers like moths to a flame. Records indicate that a large number of parents descend on the school to offer their services in a myriad of school-related activities. In actual hours the school has logged as many as *7000* hours of volunteer time in a single year and has averaged almost 6000 hours a year since the attempts were first made.

Much of the success of these efforts is directly due to the commitment of the school principal, Esmael Velasquez, to the program. When meeting him you are immediately aware that he is a gregarious, enthusiastic individual whose face visibly lights up when discussing his parental involvement program. For the past six years he has served as the principal of Randall-Pepper Elementary School. Prior to this assignment he was a high school Spanish and English teacher and Director of Student Activities.

As Velasquez states about his program: "Parent participation has nothing to do with manpower; it's simply an effort to involve parents in the child's work place—the school."

As principal, he believes that parents need to be around their children and that there is no better place to do this than at the school. When new parents to the Fontana community come to Randall-Pepper to enroll their youngsters, they are introduced to the principal by the office staff so that he may take them on a personal tour of the campus. "It's here that two things happen," Velasquez relates. "They see other parents involved in our school program and I give them a strong sales pitch on why they should be a part of our volunteer program."

Not every parent is willing to commit himself at this initial meeting but follow-up contacts are made by the school's resource teacher and by the classroom teachers on a rotating basis.

During the school tour, at subsequent parent meetings and during the follow-up contacts, efforts are made to pinpoint what a parent feels comfortable in doing. There is a major effort to tie school activities with particular interests and talents indicated by the parents.

Parent work stations are all housed in a large work area which is part of the school plant. Thirteen task centers are included in this large facility and include such options as counseling, listening, crafts, art, creative expression, applied mathematics, reading, cooking for the primary grades, aid for the school's special programs and a construction area. It is in these centers that interested parents can work with individual students or small groups of children to help support their educational progress in some manner.

There is a common understanding by the staff and principal that you don't ask parents to volunteer unless there is something for them to do. This "doing" philosophy includes a variety of activities as indicated by the center titles. In the reading center, for example, a parent will read a story to the children and will guide the students in a discussion about selected aspects of the story. Following this part of the process the students can take turns reading selected passages aloud to each other. These relationships do not "just happen," but follow a short orientation program conducted by the school's resource teacher. At these inservice programs the parents are given directions as to how to work with children in small groups and are taught the appropriate methods to use for positive reinforcement and other teaching skills.

There are, of course, some parents who would not be willing to work directly with children, but are still interested in becoming a part of the parental support effort at the school. Such parents have spent many hours

developing materials for teachers or making educational games which can be used by the students in the classrooms.

An average day at the school will find four or five volunteers working in the centers. The actual time volunteered by the parents ranges from a single hour to all day—most of it during the traditional school hours. However, there is also a group of parents who will participate by completing projects at home, while there is also an occasional weekend volunteer willing to build something for the school who can only be accommodated by opening of the school at that time. Under Velasquez' plan the school is then opened.

What is the payoff for this multitude of volunteers? There is, of course, the positive feeling that anyone receives when contributing to any worthy cause, but beyond that Velasquez and his staff have also developed a plan. The first time a volunteer parent comes to the school a Polaroid picture is taken of the parent and it is posted on a bulletin board which is prominently displayed in the front office where all parents and interested students are able to see it.

At the end of the school year a tea is held at the school to which the Superintendent of Schools and board members are invited. At this ceremony all volunteers for that year are honored by being presented a certificate of appreciation and their picture. The certificate itself is imprinted with the Randall-Pepper logo and has been designed to convey the school's concept of school-community solidarity.

The program originally started as part of the requirements of the school's Title I program, but has grown to an "all school" program which would be continued even if the federal monies were withdrawn. As the principal stated: "We couldn't exist anymore without it."

In order for the program to work the teaching staff has had to give extra time and effort to help recruit the volunteers. The principal admits that these efforts have, at times, gotten in the teachers' way, but the majority of the staff continue to be supportive of a program that accomplishes as many separate goals as this one has apparently done.

It is obvious that parents are out there. With this type of concentrated effort, they can be found and utilized as part of the school program. If other school administrators and teachers are willing to devote the time and energy to support a similar program, like results are possible. It will only be then that the phrase "They just won't volunteer" will follow the fate of the dodo bird.

ANSWERS

Pg. 13 Adolf Hitler, in an electioneering speech, in Hamburg, Germany, 1932!

Pg. 15 *Harper's Magazine*, October 10, 1947!

Pg. 21 Socrates, B.C. 394!

Pg. 23 Ragtime — Cakewalk, *Musical Courier* in 1899!

Pg. 30 Inscribed upon a clay tablet in Sumer, 4000 years ago!

Pg. 34 "Whom Shall We Marry?" in *Harper's Magazine*, November 1854!

Pg. 37 Those Sumerians again — 4000 years ago!

Community and Parent Involvement

The following list of community references is available on microfiche from the San Mateo Education Resource Center (SMERC). Further listings regarding school/community committees and School Site Councils are available. This listing is taken from the April 1978 Resource Guide. For further information write:

San Mateo Education Resource Center
333 Main Street
Redwood City, CA 94063

ED 139 693
THE COMMUNITY AS A RESOURCE: PROGRAM PLANNING FOR THE ELEMENTARY SCHOOL
Indiana State Dept. of Public Instruction, Indianapolis
1976 62p. 1 microfiche

The handbook provides information, ideas, and strategies for developing and utilizing community resources in elementary and secondary school programs. The first section of the document describes six school-community programs in Indiana. Innovations developed in the programs which motivate students to learn about the real world include parental selection of community involvement topics, interaction with retired senior citizens, working on class projects to alter local problems, student-authored community studies, and sponsorship of an international exhibition. The second section describes program planning for school-community involvement, including: (1) assessment of school objectives in using community resources; (2) identification of resources which best suit school needs; (3) techniques for contacting the community; (4) categorizing data as resource persons, field trips, resource materials, community projects, etc.; (5) selection and utilization of community resources; (6) evaluation; and (7) recordkeeping. The third section describes 21 representative school-community learning experiences for children.

ED 124 841
PARENT COUNSELING—A GUIDANCE FUNCTION
Greenough, Dean R.
1976 11p. 1 microfiche

This paper describes a parent counseling program for the parents of upcoming senior students. The purpose of the program is to incorporate parental guidance and interest into the planning process of a student's post high school objectives. The parent counseling lasts three weeks and consists primarily of a series of interviews between counselor and parents, centering around the needs, abilities, and aspirations of the student; the available career choices and the likelihood of success in terms of the student's potential.

ED 117 477
CONSUMER EDUCATION: HOW TO CONDUCT COMMUNITY CONSUMER EDUCATION NIGHTS
Lowe, Ross E., and Patricia Tresch
n/d 50p. 1 microfiche

The guide outlines activities through which students, teachers, and administrators can initiate and implement a program providing an opportunity for parents and others in the community to visit the school and receive instruction from area experts on consumer education topics. Twelve steps for planning and conducting community consumer education nights are detailed for the consumer education teacher. Information for the principal or other school administrator stresses the public service value of the programs. Other instructions are for class committees (courtesy, promotion, and audio visual), the coordinator (student-chosen assistant to the teacher and treasurer), and the speakers' assistants (who function as a program committee). Samples of forms, letters, and promotional materials used in planning and conducting the program are included.

ED 117 016
ACTION LEARNING IN MINNESOTA
Conrad, Dan, and Diane Hedin
1975 37p. 1 microfiche

This publication describes over 100 activity-oriented programs in which students learn through a combination of direct experience and associated instruction or reflection. Students are involved in cross-age tutoring, community services, on-the-job work experiences, foreign or domestic travel with an organized group, political campaigns, field trips, art show productions, movie making, and still photography.

ED 088 588
PARENT INVOLVEMENT IN COMPENSATORY EDUCATION PROGRAMS
Stanford Research Inst., Menlo Park, Calif.
1973 107p. 2 microfiche

This report on parent involvement in compensatory education makes recommendations for future involvement based on intervention studies and program experience with parents. Various types of parental roles are discussed (tutors, paid employees, advisors and decision makers). The second section of this report deals with policy implications of parent involvement. New roles for parents are suggested, with reference to accountability and evaluation.

ID 005 597
SCHOOL COMMUNITY PLANNING FOR COMPETENCY REQUIREMENTS: FIRST STEPS TOWARD IMPLEMENTING AB 3408
Alameda County Office of Education
1977 37p. 1 microfiche

The Alameda County Schools Office has devised a planning framework of four components for the implementation by local schools of the Hart Bill (AB 3408). This publication describes the first component: the identification of competencies by methods which encourage the involvement of all segments of the school and community. It is adapted from a problem-solving process called Focus Planning. Chapter One of this document spells out the basic requirements and intent of AB 3408. Chapter Two suggests local resources for implementing the law: the planning group, the Focus Planning process, and the securement of community support. Chapter Three describes in detail the process for identifying objectives, while Chapter Four gives starter objectives for the three additional components needed for full implementation of AB 3408.

CM 000 400
SCHOOL AND COMMUNITY: PARTNERS IN EDUCATION
Fresno County Office of Education
1973 38p. 1 microfiche

This guide offers procedures for involving the community in determining educational needs and setting goals. Steps covered are: an overview and the community conference; the flow chart; deriving statements of needs; writing goal statements; problem solving and accountability; district goals from school goals.

JJ 101
VIP'S: VERY IMPORTANT PARENTS
Yohe, Dorothy J.
Teacher, Nov. 76, pp.64-5

Career awareness, Economics, Applause! Mothers and fathers present their own version of show and tell to an enthusiastic audience.

JJ 102
COMMUNITY POLARIZATION OVER EDUCATIONAL PROGRAMS CAN BE AVOIDED
Armer, Bill, and Others
Psychology in the Schools, Jan. 77, pp.53-61

The series of events involved in implementing an innovative educational project in a fairly conservative community are outlined with particular reference to parental dissemination procedures, the role of the media, and staff response strategies.

JJ 103
COAL WEEK: ANSWERING A COMMUNITY'S EDUCATIONAL NEED
Zanella, Richard E.
Phi Delta Kappan, Dec. 76, pp.335-337

A week-long special program introduced the students of Northern Cambria High School to their coal-mining heritage and involved members of the coal industry and of the community.

JJ 104
DIGGING FOR HUMAN TREASURE
Doyle, James R.
Educational Leadership, Oct. 76, pp.26-30

Discusses the benefits for both schools and senior citizens of programs that actively involve senior citizen volunteers in the schools and briefly outlines some of the beneficial effects of the experimental Teaching-Learning Communities program in the Ann Arbor (Michigan) schools.

JJ 105
OTHER PEOPLE—OTHER PLACES
Marrow, Matti L., and Judith L. Farmer
Childhood Education, Jan. 76, pp.144-148

Describes a resource center of an experimental education program in which staff members show children how to find people and places to learn from in the community and how to become independent learners.

JJ 106
USING CAREER RESOURCE PEOPLE EFFECTIVELY
Smaby, Marlowe H., and George C. Holton
School Counselor, Nov. 75, pp.116-120

The authors describe a successful method for using community resource speakers for career awareness sessions with high school students. The method involves a program to train the resource speakers to communicate effectively about their knowledge and information which is followed by the career awareness sessions.

JJ 107
CENTERING RESOURCES FOR LEARNING: PARENTS GET INTO THE ACT
Gilmar, Sybil, and John Nelson
Childhood Education, Feb. 75, pp.208-210

Describes a resource center program which involved parents in the collection of ideas and materials for teachers to use in learning projects.

Staff Development Lessons Learned California Teacher Corps Network 1977-1979

by John R. Williams, Executive Secretary
California Teacher Corps Network

The California Teacher Corps Network has completed a study of the participant response to Network Training Events over a two-year period.

The following statements represent the lessons learned from the analysis of participant event rating forms.

Participants rate Network training events higher when:

1. Training events are preceded by a one-day planning session by all the participants who will be involved in the training.
2. Training events are preceded by a written participant needs assessment.
3. Training events utilized participants as training resources for 50 percent or more of the training time.
4. Training events were for project role-alike project personnel.
5. Training events were conceptualized and designed by the Network in contrast with packaged programs or those designed by non-Network persons.
6. Training events are preceded by the dissemination of extensive advance information which objectively states the desired participant outcomes.
7. Training events were for groups of 7 to 12 persons.
8. Advance information on a training event was mailed directly to the participant.
9. Training events are held in a retreat-like environment rather than a campus or urban hotel setting.
10. Training events are in relation to a specific follow-up activity or a limited focus. While role-alike groups can do some generic sharing, the most participant-meaningful training seems to be that which relates directly to making project required tasks easier.

The Spearman's rank correlation between points awarded by participants and design factors utilized is +.88 for 1977-78 data and +.89 for the 1978-79 data.

The conclusion by the Network staff is that if participant satisfaction as measured by the Network evaluation form is a desired outcome of Network events, then the design criteria above should be taken into account as Boards of Directors plan training events.

(See Figures 1, 2, 3, and Table 1 on succeeding pages.)

Figure 1 shows the intersections of the training event design factors and the Network training events over a two-year period.

Figure 2 shows the specific evaluation data for the 1978-79 Network year to date. The 1977-78 specific evaluation data was reported in Vol. 1, No. 1 of the *Networker*. The average event evaluation is two points higher this year than last year.

Table 1 is a report on the major Network supported activities for the 1978-79 Network year. Some 65 event dates are listed.

Figure 3 displays the intersections of selected Network activities with the Network goals as defined by the Network Board of Directors. Change Agent Support is reported as having the most intersections with Network activities.

Figure 1

Event Design Factors *(See List in Commentary)*	Network Training Events 1977-78: 1. Exceptional Child	2. PDS - San Diego	3. Multicultural	4. AACTE IHE Faculty	5. Ed. Policy Seminar	6. PDS USC/Fullerton	7. PDS - San Diego	8. Instruc. Supervision No. 1	9. Team Leaders	10. Instruc. Supervision No. 2	11. IHE Faculty	12. Community Coordinators	SUM or MEAN 1977-78	1978-79: 1. Cross-Cultural	2. Principals	3. Classroom Management	4. Documentation	5. IHE Faculty	6. BTES	SUM or MEAN 1978-79
1. Participants Planning Session		X				X	X		X		X	X	6/12		X					1/6
2. Written Needs Assessments		X				X	X		X		X	X	6/12		X			X		2/6
3. Participants Training Resources		X				X	X		X			X	5/12	X	X			X		3/6
4. Project Role Alike		X				X	X		X			X	5/12		X					1/6
5. Network Design	X	X			X	X	X		X		X	X	8/12	X	X			X	X	4/6
6. Advanced Organizer	X	X			X	X	X	X	X	X	X	X	10/12	X	X	X		X	X	5/5
7. Seven to Twelve Persons		X				X	X		X			X	5/12						X	1/6
8. Direct Mailing		X				X	X		X			X	5/12		X			X	X	3/6
9. Retreat Environment									X			X	2/12		X					1/6
10. Limited Focus		X				X	X	X	X	X		X	7/12		X	X		X	X	4/6
Sum Intersections	2	9	0	0	2	9	9	2	10	2	4	10	59/120	3	9	2	0	6	5	25/60
Intersection Rank	8.5	4	11.5	11.5	8.5	4	4	8.5	1.5	8.5	6	1.5		4	1	5	6	2	3	
Points Awarded	69	95	59	50	87	89	91	78	92	86	76	93	80	80	88	76	71	92	88	82
Points Rank	10	1	11	12	6	5	4	8	3	7	9	2		4	2.5	5	6	1	2.5	

Spearman's Rank Correlation
Intersection Rank vs. Points Rank
1977-78 = +.88, 1978-79 = +.89

Figure 2

California Teacher Corps Network
Summary of Training Event Evaluations No. 4
1978-79

Note: Percentages reported are points awarded on CALNET FORM C6A001 divided by possible points x 100.

	Event Percentages					
	Cross-Cult. Communications	Principals Training	Classroom Management	Documentation	IHE Faculty	BTES
1. **Advance Information**	63	90	85	66	88	91
a. Timely	60	88	94	71	89	91
b. Helpful	58	86	78	52	83	86
c. Purposes	53	89	80	69	88	91
d. Complete	82	98	90	72	92	97
2. **Conference Speakers**	94	90	77	88	82	82
a. Knowledgeable	97	92	79	94	86	100
b. Dynamic	92	88	67	89	71	70
c. Appropriate	92	91	85	81	89	70
3. **Conference Organization**	85	82	75	60	93	87
a. Structure	85	84	75	59	94	87
b. Presentation Techniques	85	80	76	62	92	87
4. **Materials**	70	79	71	71	78	78
a. Interesting	67	75	71	72	80	84
b. Informative	66	83	69	71	91	75
c. New Ideas	76	77	69	62	69	66
d. Helpful Review	69	81	84	81	70	75
e. New Thinking	75	79	65	68	76	93
5. **Small Group Sessions**	85	80	67	63	95	91
a. Helpful	85	73	66	51	96	87
b. Appropriate Content	90	83	76	70	98	93
c. Appropriate Duration	85	80	68	75	94	92
d. Organization	85	88	73	56	92	92
e. Appropriate Level	78	76	53	65	93	92
Average of Five Categories	78	84	75	70	87	86
6. **Overall Judgment**	83	93	78	72	96	90
a. Satisfaction	70	96	74	65	95	91
b. Expectations	87	89	75	63	96	80
c. Worthwhile	90	93	74	69	96	92
d. Logistics	86	93	89	92	98	97
*7. **Mean Weighted Response**	80	88	76	71	92	88
No. of Responses	27	24	26	22	17	10
No. of Participants	42	29	29	25	21	12
Follow-up Plans	9	8	13	10	5	7

*Mean Weighted Response is equal to the arithmetic mean of Overall Judgment and the Average of the First Five Categories.

Table 1

California Teacher Corps Network
1978-79 Events Listing

1. **National Conference**
   - August 6-11 ..... Washington, D.C.

2. **Editorial Board Meetings**
   - September 8 ..... San Diego
   - November 15 ..... San Diego
   - May 9 ..... San Diego

3. **Board Executive Committee Meetings**
   - November 9 ..... San Diego
   - January 19 ..... San Jose
   - April 30 ..... San Jose

4. **Board of Directors Meetings**
   - September 13-15 ..... San Jose
   - December 14-15 ..... San Diego
   - February 8-9 ..... San Francisco
   - May 17-18 ..... Carmel Valley

5. **Executive Secretaries National Meetings**
   - October 16-18 ..... Washington, D.C.
   - January 30-31 ..... Washington, D.C.
   - April 12-13 ..... San Francisco
   - July 25-26 ..... Seattle

6. **Executive Secretary Outreach Meetings**
   - Project Staff Meeting
     - August 21 ..... Fullerton
   - Doug Hall S.R.I.
     - September 1, February 16 ..... San Diego
   - Principals Training
     - September 7 ..... Irvine
   - Staff Development Conference
     - September 25 ..... Berkeley
   - Proposition 13 Survey
     - October 5 ..... Stanford
   - ASCA Conference
     - October 13 ..... San Diego
   - National Staff Development Conference
     - November 5-8 ..... San Diego
   - NCSIE
     - November 16-18 ..... San Francisco
   - AERA
     - April 9-15 ..... San Francisco
   - Network Validation
     - November 14 ..... Washington, D.C.
   - Delphian School Visit
     - November 12 ..... Sheridan, Oregon
   - CSDE Staff Development Meeting
     - January 4-5 ..... San Diego
   - CSDE Principals Academy
     - Jan. 12 and 26, March 26 ..... Sacramento
   - Project 78 Directors Meeting
     - February 1-2 ..... Washington, D.C.
   - CSDE Staff Development Task Force
     - March 4-6 ..... Asilimar
   - Community Council Training
     - April 27-28 ..... Menlo Park
   - Demonstration Contract Training
     - May 2-4 ..... San Francisco
   - Staff Development Conference
     - May 7 ..... San Diego
   - Project 79 Directors
     - June 3-5 ..... Washington, D.C.
   - Network Documentors Training
     - June 10-12 ..... Atlanta

7. **Principals Training**
   - Planning Meeting
     - October 26 ..... San Jose
   - Planning Meeting
     - December 6 ..... Ontario, Canada
   - Training
     - January 10-12 ..... Pajaro Dunes, CA

8. **Evaluators Training**
   - First Session
     - October 26-27 ..... San Francisco

9. **Network Journal**
   - Deadline Fall Issue — *November 10*
   - Deadline Spring Issue — *April 2*

10. **Cross-Cultural Communications Training**
    - Planning Meeting
      - October 23 ..... Santa Clara University
    - Training
      - Nov. 3 and Dec. 1 ..... Santa Clara University

11. **Classroom Management Training**
    - January 18-19 ..... San Jose

12. **Beginning Teacher Evaluation Study Event**
    - Planning Meeting
      - February 13 ..... Sacramento
    - Training
      - April 3-4 ..... San Jose

13. **School Climate Training**
    - Planning Meeting
      - November 3 ..... San Diego
    - Planning Meeting
      - March 2 ..... San Diego
    - Training
      - June 25-26 ..... San Francisco

14. **I.H.E. Faculty Training**
    - Planning Meeting
      - November 21 ..... USC
    - Planning Meeting
      - January 22 ..... San Diego
    - Training
      - March 15-16 ..... Los Angeles

15. **Deans Council Meetings**
    - Organizational Meeting
      - November 15 ..... Carson, CA
    - Planning Meeting
      - February 27 ..... Chicago

16. **Deans Council Mini-Proposals**

17. **Network Validation of SIGMA**
    - Supplicant's Request Approval
      - May 25-26 ..... Catalina
    - Advocates Visit
      - June 21 ..... San Diego
    - Board Acceptance of Advocates Report
      - September 13-15 ..... San Jose
    - Outside Validation Agents Visit
      - November 14-15 ..... San Diego
    - Board Consideration of Outside Validation Agents Report
      - December 14-15 ..... San Diego

18. **Network Documentors Training**
    - February 7 ..... San Francisco

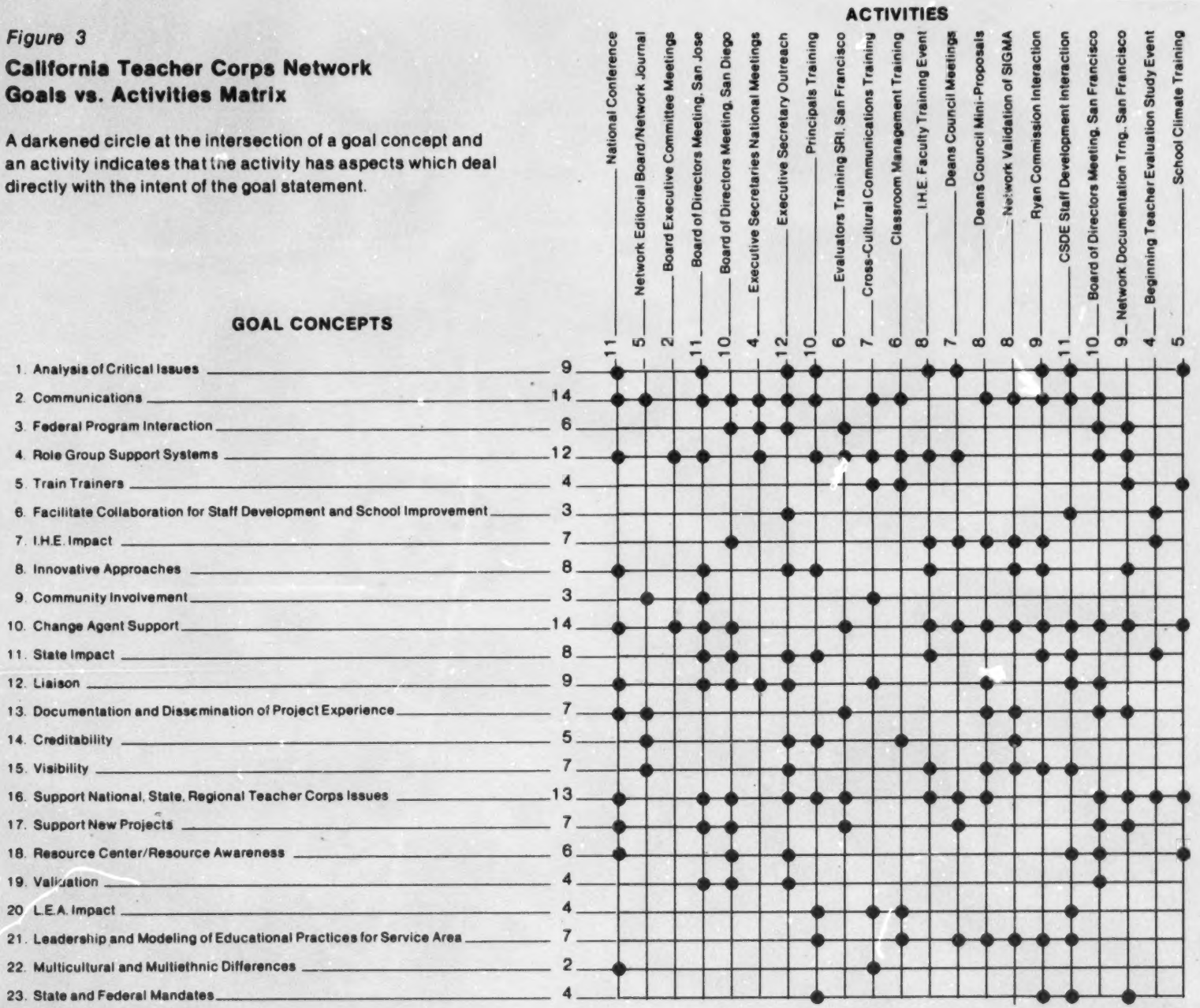
19. **AACTE Program**
    - Nagel
      - Feb. 27-March 2 ..... Chicago

20. **Washington Educational Policy Seminar**
    - Nye and Roper
      - December 5-8 ..... Washington, D.C.

Figure 3

California Teacher Corps Network Goals vs. Activities Matrix

A darkened circle at the intersection of a goal concept and an activity indicates that the activity has aspects which deal directly with the intent of the goal statement.


ACTIVITIES
11 National Conference
5 Network Editorial Board/Network Journal
2 Board Executive Committee Meetings
11 Board of Directors Meeting, San Jose
10 Board of Directors Meeting, San Diego
4 Executive Secretaries National Meetings
12 Executive Secretary Outreach
10 Principals Training
6 Evaluators Training SRI, San Francisco
7 Cross-Cultural Communications Training
6 Classroom Management Training
8 I.H.E. Faculty Training Event
7 Deans Council Meetings
8 Deans Council Mini-Proposals
8 Network Validation of SIGMA
9 Ryan Commission Interaction
11 CSDE Staff Development Interaction
10 Board of Directors Meeting, San Francisco
9 Network Documentation Trng., San Francisco
4 Beginning Teacher Evaluation Study Event
5 School Climate Training
GOAL CONCEPTS
1. Analysis of Critical Issues 9
2. Communications 14
3. Federal Program Interaction 6
4. Role Group Support Systems 12
5. Train Trainers 4
6. Facilitate Collaboration for Staff Development and School Improvement 3
7. I.H.E. Impact 7
8. Innovative Approaches 8
9. Community Involvement 3
10. Change Agent Support 14
11. State Impact 8
12. Liaison 9
13. Documentation and Dissemination of Project Experience 7
14. Creditability 5
15. Visibility 7
16. Support National, State, Regional Teacher Corps Issues 13
17. Support New Projects 7
18. Resource Center/Resource Awareness 6
19. Validation 4
20. L.E.A. Impact 4
21. Leadership and Modeling of Educational Practices for Service Area 7
22. Multicultural and Multiethnic Differences 2
23. State and Federal Mandates 4

About the authors . . .

1. Mae Christian is Director of the Atlanta Teacher Corps in Atlanta, Georgia, and a faculty member at the University of Georgia.

2. Leo Juarez is a Secondary Specialist and member of the faculty in the College of Education at Texas Tech University, Lubbock, Texas.

3. Claire Nussbaum is Community Coordinator for the Texas Tech Teacher Corps Project, Lubbock.

4. Jack K. Muhlenbruch is Community Coordinator of the Teacher Corps Program, Saint Louis University, St. Louis, Missouri.

5. Sharon Kossack is an Assistant Professor of Elementary Education at Florida International University, Miami, Florida.

6. Luis Reyes is a former research assistant and Documentor/Evaluator for Stanford University's Teacher Corps Project.

7. Iris Berke is Documentor/Evaluator of the Stanford University Teacher Corps Project.

8. James M. Kaatz is Coordinator of Elementary Education, San Diego State University.

9. Jerry Perry is L.E.A. Coordinator for the Fullerton/Mountain View District Teacher Corps Project.

10. Rita Stonefoot is Community Coordinator with the University of New Hampshire/Portsmouth Teacher Corps Project.

11. Susan Roper is the L.E.A. Coordinator with Stanford University/San Jose District Teacher Corps Project.

12. Keith Dolan is Director of the Teacher Corps Project at California State College, San Bernardino.

Call for Articles

With each issue of *The Networker*, the California Teacher Corps Network Board of Directors and the Network Editorial Board call for the submission of articles for publication in the next issue of *THE NETWORKER*. The deadline for receipt of articles for the fall issue is October 15, 1979.

The journal is thematic in nature and is published in the fall and spring of each year. The theme for the fall 1979 issue is:

School Climate

The Network invites you to forward for consideration articles which deal with "School Climate." Articles should be about 1500 to 3000 words in length, but longer papers will be considered.

Three copies of the publication will be sent to each published author. No payment will be made for contributions.

The Network Editorial Board will make all decisions in regard to acceptance or rejection of articles. All such decisions will be made by November 1, 1979, for the fall issue. The criteria for acceptance include (1) the degree to which the article addresses the theme; (2) the degree to which the article represents a balance of viewpoints; and (3) the literary and technical quality of the article. Authors may style their material after the *Phi Delta Kappan* model or utilize the *Publication Manual of the American Psychological Association* for guidance.

Manuscripts, with a stamped, self-addressed return envelope, should be sent to:

Hayden R. Smith, Ph.D.
Editor
THE NETWORKER
College of Education
San Diego State University
San Diego, CA 92182

Articles which are analytic in approach are encouraged. Photographs, figures and tables are acceptable. Non-thematic articles will also receive consideration.